

# SOCIAL EDUCATION

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# Editor's Page

## ATLAS 10B

**A**T 6:03 P.M. on December 18, 1958, Atlas 10B rose from a firing pad at Cape Canaveral and roared into orbit. Later, toward the end of the month, we listened to a one-hour broadcast by NBC's Chet Huntley, and picked up a number of interesting details about the rocket and the Canaveral operation. We learned among other things that as a missile the rocket had a range of 5,000 miles; that it was powered by an engine with a thrust somewhere between 350,000 and 400,000 pounds; that it cost approximately one million dollars; that it weighed nearly 9,000 pounds and carried a payload of 150 pounds; that it was made up of 40,000 different parts, one of which failed to function in preliminary tests and had to be identified and replaced; that there is enough electric cable on the launching pad to circle the earth; that Cape Canaveral has 19,000 employees; that about 50 men are busy in the blockhouse at the countdown of an Atlas missile; and that most of the men who are leading the United States into the space age are comparative youngsters, the technicians being in their 20's, the engineers in their 30's.

These and other details of the Canaveral operation are part of a thrilling story, the story of man's reach for the moon. But there are large gaps in the story that the historians of the future will surely record. That is, if there is a future and anyone left to record it. For the harsh truth is that we aren't ready for the space age. We haven't yet learned to live together here on planet Earth, and until we do learn to live together our reach upward toward the heavens will continue to be something less than the magnificent adventure it should be. As Chet Huntley pointed out at the end of his broadcast, nothing that happened at Cape Canaveral on December 18, 1958, and nothing that is going to happen at Cape Canaveral or any other missile base, brings us one inch closer to better schools and an educational program adequate to our times. We may reach the moon before the Russians, and if we do newspapers throughout the world will herald the event with bold headlines, but not a single parent in these United States will sleep that night with even the

slightest bit of reassurance that his children will have any better prospect than he himself has had of living out their lives in a world free from fear and insecurity.

Atlas 10B was no souped-up version of a Fourth-of-July rocket assembled in a ramshackle barn and fired from a cow pasture. It was, on the contrary, the proud product of the best the nation could provide in brains, skill, and manufacturing facilities.

There's a lesson here, and a challenge, for all who have eyes to see and ears to hear and the intelligence to understand that the battle for a free world is being fought this very minute in the schools of these United States and may very well be won or lost in America's classrooms. We aren't going to win the race to the moon or any other race with Fourth-of-July rockets, and we aren't going to win the struggle for a better world by patting ourselves on the back and telling each other that after all our schools can't really be too bad for look what we've produced and anyway we can't afford better, not this year, at any rate. Cape Canaveral and all it represents must have the best we can provide, and so must Johnny's school, and we will betray the heritage entrusted to us and the cause we profess to serve if at this critical moment in human history we fail either one of them.

And there's a lesson here, and a challenge, for those of us who teach, and especially for those of us who teach the social studies. If it takes the closest possible collaboration of countless thousands of highly educated, highly trained specialists to build a rocket designed to free man from the earth, how much effort and intelligence is it going to take to design and construct an educational program designed to break the age-old bonds of ignorance and prejudice and allow man at long last to begin to realize the full potentials of his mind and spirit? We need another Cape Canaveral, the new one devoted to the job of exploring the science of man, and it is up to those of us who work in the fields of education to awaken the general public to this need and to make them understand that as far as education is concerned it is indeed later than we

*(Concluded on page 86)*

# An Experiment in College Education

Joseph F. Marsh

**G**ERALD W. JOHNSON, author, former professor, and currently a writer for the *Baltimore Sun* and the *New Republic*, recently visited Dartmouth College to address the senior class as a Great Issues course speaker. Shortly after his visit he wrote:

... I viewed Dartmouth from a new slant. Ancient and wise, it is outwardly among the most impeccably correct of educational institutions. Its campus is serene and beautiful—in October it is glorious. Yet behind that staid exterior there must be a streak of wild recklessness in Dartmouth. The [Orozco] murals are one indication of it; another is the occasion of my presence there, the Great Issues Course through which the senior class is exposed to God knows what contamination by seeing on the platform any odd character who seems to have an idea, without prior commitment as to what he shall say or refrain from saying. Priscilla Alden, daintily and demurely investigating the construction and use of hand grenades—that's Dartmouth.<sup>1</sup>

Any college which has been a part of the American scene for nearly 200 years can expect to have acquired a reputation for something. When one mentions "Dartmouth," the mental responses of different individuals probably will vary: the historian may recall the college's first president, Eleazar Wheelock, and (if he has a sense of humor) couple "500 gallons of New England rum" with that venerable preacher's name; the winter sports enthusiast may think of Winter Carnival; the lawyer may remember the Dartmouth College case; and the loyal alumnus may call to mind Daniel Webster's words, "It is, Sir, as I have said, a small college, and yet there are those who love her." But when the *modern educator* hears "Dartmouth," he is reminded of a strong liberal arts tradition, a new curriculum and program of independent reading, and a unique experiment in college education, the Great Issues course.

The story of the Great Issues course begins in 1945 when Dartmouth's public-spirited president,

John Sloan Dickey, took over the guiding reins of the college. Faculty and students noted that the new president came to the college with a successful legal and State Department background, and they soon discovered that he also had challenging educational ideas—ideas which would add new pillars to Dartmouth's traditionally strong liberal arts structure. The Great Issues course is one of these ideas.

It was an excited Dartmouth faculty that heard President Dickey first outline his idea for a Great Issues course. As might be expected, part of the excitement was the excitement of antagonism. Nevertheless, the idea was approved in the fall of 1946, and immediately a joint administrative and faculty committee was appointed to formulate detailed course plans. This committee worked throughout the academic year 1946-1947, and the course was ready to be tested in the fall of 1947. Thus, the experiment started, and the Great Issues course, now in its second decade, is firmly established as an integral part of the curriculum of the college.

The Great Issues course is for Seniors only, and all (about 650) must take it their final academic year. In a nutshell, the course is designed to bring the total educational experience of Dartmouth men into purposeful focus upon truly great problems so that they may better understand these problems and be personally motivated to work toward their solution. This is a "big order" for one course. But Dartmouth has long considered that "the ultimate responsibility of a liberal arts college is to human society," and "big orders" are necessary if this institutional "ultimate responsibility" is wholeheartedly accepted. The Great Issues course, then, is a vitally important part of Dartmouth's liberal arts educational program.

The course has three main purposes. The first is to provide a common intellectual experience for all men in their last year of college. By the time the senior year arrives, Dartmouth men are busy with their individual majors. Chemistry majors talk with other chemistry majors, govern-

Joseph F. Marsh is Assistant Professor of Economics at Dartmouth College. After graduate study at Harvard and Oxford, he returned to his Alma Mater in 1952 as an instructor in Great Issues, and was closely associated with the Great Issues course for three years.

<sup>1</sup> Gerald W. Johnson, "The Superficial Aspect" *New Republic*, Vol. 139, No. 17, October 27, 1958, p. 11.

ment majors talk with other government majors, and so forth. Too frequently the only topics of conversation cutting across the entire senior class are "women and the weather." (There is a shortage of the former, and an abundance of the latter!) As all Seniors must take Great Issues as a requirement for graduation, the course stimulates many campus "bull sessions" among men who otherwise might not have been drawn together in intellectual conversation.

The second main purpose is to bridge the gap between formal classroom instruction and the average adult experience in learning. Educators are well aware that the vast majority of college graduates (unfortunately!) read few serious books. Also, seldom in the outside world is one confronted with a speaker who gives a balanced classroom "on the one hand—on the other hand" approach. Hence, in Great Issues the "textbook" is the daily newspaper (*The New York Times*) and leading periodicals, and the vast majority of the lecturers are not professors, but men and women from all walks of life who speak from experience and usually with conviction.

Finally, the course strives to encourage in Seniors a sense of public purpose and a heightened public-mindedness. As a former course director explained to a gathering of distinguished educators, "It is imperative that our colleges and universities produce men who are not only aware of the nature of the crises our generation faces, but who feel a responsibility to meet crises with considered action." Thus, the Great Issues course strives to stimulate *action* as well as *thought*.

Until this year (1958-1959) the course met three times each week: Monday evening and Tuesday and Thursday mornings. At the Monday evening lecture a guest speaker presented his point of view on a great issue. The students, having slept over these ideas (usually not during the lecture) returned on Tuesday morning and the guest speaker then submitted to an hour of questioning from the class. On Thursdays the usual procedure was for a faculty member to introduce the next topic on the lecture schedule and to discuss the particular relationship of the guest speaker to that topic in what was sometimes called a "summary and perspective" lecture. These faculty lectures were designed to provide background material for the Monday evening lectures and to relate the specific topics of guest speakers to the broader "great issue" currently being considered.

This year, under Dartmouth's new three-term,

three-course curriculum, there are two class meetings each week, Monday evening and Tuesday morning. The original pattern of following the formal Monday evening lecture with a Tuesday morning discussion session has been preserved, but the Thursday sessions, unfortunately, have had to give way under the pressures of the college's new academic program. In most other respects, the course is basically unchanged.

Here is how the original plan worked out in practice. One year, early in December, the course considered the problem of labor-management relations under the broader heading of "American Political and Economic Issues." A professor from Dartmouth's Amos Tuck School of Business Administration spoke at a Thursday morning session on "The Issues in Collective Bargaining." The following Monday evening Inland Steel's dynamic former president, Clarence B. Randall, presented his views on "The Responsibility of Management," and a highly stimulated senior class bombarded him with eager questions at a class meeting the next morning. Two days later the chairman of Dartmouth's Economics Department, in a "summary and perspective" lecture, put the problem in its broader context when he discussed the topic, "Unions, the State, and Society." This topic was completed when the class heard labor's side from AFL-CIO's Stanley Ruttenberg. Mr. Ruttenberg spoke on "The Responsibility of Labor," and, like Mr. Randall one week before, answered questions for an hour the morning following his lecture.

The question sessions are an important aspect of the course, for they permit stimulating give-and-take between lecturer and student. Speakers are usually very much impressed by the high quality of the questions. Former Secretary of State Dean Acheson commented, "The first question was so good that I could have well spent the whole hour on it." And author (*Peace in Our Time*) James P. Warburg stated that he was grateful for "the opportunity to test out my thinking on such a wonderful whetstone."

To assure frankness, Great Issues lectures are open only to Seniors and members of the faculty, and are "off the record." Occasionally, however, a speaker may desire to make his remarks public. Such was the case with Spruille Braden, former Assistant Secretary of State and United States Ambassador. He spoke to the Great Issues class on March 12, 1958, on the subject, "The Communist Threat in the Americas," and his remarks received widespread publicity. So controversial were his straight-forward statements that Washington embassies wired the College for complete

transcripts of his lecture, and the Guatemalan government revoked a decoration previously awarded Mr. Braden. Other speakers have been equally stimulating in their "off the record" lectures, and frequently Dartmouth Seniors have heard statements which would have made headlines had they been public. This confidential nature of Great Issues lectures helps to keep platitudes to a minimum and permits public figures to take a stand on controversial questions without embarrassment.

Besides the regular class meetings, guest speakers meet informally with interested Seniors and members of the faculty after the Monday evening lectures. By means of the Tuesday morning question sessions and these informal meetings with students, Great Issues assumes the more usual characteristics of a regular college course, which it is, and not those of merely a high-powered lecture series.

What is a *great issue*? Those who were responsible for planning the course agreed with Archibald MacLeish that a great issue, although difficult to define precisely, is one that has historical depth, a moral significance and meaning for the present, and a projection into the future. The dean of the faculty and a former course director, Arthur E. Jensen, has posed four great issues: (1) What is the relation of man to nature? (2) What is the relation of man to his fellow men? (3) What is the relation of man to the Absolute? (4) What is the relation of man to himself? Although very much concerned with current *problems*, the course definitely is not a course in current *events*.

Specific topics taken up vary from year to year, but the course is usually divided into four main sections: (1) Perspectives and the Communication of Ideas, (2) American Political and Economic Issues, (3) International Problems, and (4) Values for the Modern Man. Some of the specific topics considered under these sections are: "How Does One Find the Truth?"; "Mass Media in a Free Society"; "To What Extent Should Society's Needs Be Met By Government"; "The Responsibility of Management"; "The Nature of the Soviet Threat"; "Science and Democracy"; "Modern Man in Literature"; "Faith in a Scientific Age."

More than 200 persons from outside the college, and more than 70 members of the Dartmouth faculty have spoken from the Great Issues platform. The complete list is impressive, and includes such notables as Dean Acheson, Aneurin Bevan, Styles Bridges, James B. Conant, William

O. Douglas, Robert Frost, Hugh Gaitskell, Crawford H. Greenewalt, V. K. Krishna Menon, Lewis Mumford, Richard M. Nixon, Clarence B. Randall, James B. Reston, Arthur Schlesinger, Jr., Norman Thomas, Virgil Thomson, Paul Tillich, Barbara Ward, and many others.

The General Information pamphlet points out to those enrolled in the course: "The speakers will be people of attainment in many different fields. One aspect of the course is the opportunity to observe at close range many personalities each of whom has made a significant contribution. . . Each lecture will have a certain intellectual content and at the same time will raise questions of judgment and values." Occasionally a man of reputation will "lay an egg," but some claim that the experience of being on hand when this happens is a maturing one.

The Public Affairs Laboratory in Baker Library is the administrative headquarters and workshop for the Great Issues course. Here are the offices of the three full-time faculty members assigned to the course, a course director and two instructors, and a secretary. The Public Affairs Laboratory contains a wide selection of newspapers, magazines, government publications, and special-interest group literature. Books and articles written by guest lecturers are also available. Around the walls are exhibit boards which are used to illustrate graphically the topics being considered, and it was one of these exhibits—on newspapers—which evoked the editorial ire of the *Chicago Tribune*. A faculty member is available most of the time to guide students in the preparation of written projects and to discuss questions arising from course readings and lectures.

In addition to reading *The New York Times* regularly, all students are required to keep a journal and also to make a study of journals of opinion. The journal gives each student an opportunity to react to the course as an individual. Students are told *not* to summarize or review a lecture and then merely add a few passing comments. Rather, the written instructions given to each Senior state:

Feel free to take an important point, central to the speaker's argument or topic, and go off on your own relevant line; show how you are involved in an issue; examine your own attitude and preconception in a self critical way; point out faults in reasoning or premise; apply arresting insights gained in the lecture in different ways and to your own experience. Some Great Issues speakers do indulge in sloppy thinking, use inaccurate data, or reveal deep-seated prejudice. Do not hesitate to say that this is so, when you think it is. But try to be careful of your own facts and

try to demonstrate that you have an inquiring spirit and sufficient maturity to realize that "truth" remains an elusive thing.

Besides entries on speakers, students are expected to comment upon events, topics, debates, and criticisms that appear in *The New York Times*, as well as "any topic that seems to you to have a bearing on matters under examination in the course."

The course has no dogmas to uphold; there are no heresies. You may be as sharply critical, as "unorthodox," or as revolutionary as you honestly feel. You need not pull your punches and you are encouraged to take strong stands on issues, but the reader will be interested in your ability to see problems in all their complexities and ambiguities and in how well you argue your case.

In the magazine project, *A Study of Journals of Opinion*, students "are expected to gain a greater knowledge . . . of periodicals whose common attribute is an emphasis on ideas and the significance of news, rather than reporting news itself." Two groups of magazines are examined, and then three from List I, and two from List II must be selected for detailed study. The breadth and heterogeneity of the magazines are considerable: among the 28 journals in both groups are the *Bulletin of the Atomic Scientists*, *Commonweal*, the *Cross and the Flag*, *Foreign Affairs*, *Fortune*, the *Freeman*, the *Modern Age*, the *Nation*, the *Progressive*, the *Reporter*, and the *Virginia Quarterly Review*. The instructions issued for this project suggest certain questions useful in evaluating the journals studied, and students are urged to approach them "with a critical and questioning mind":

To be critical, however, does not mean that you are expected to be able to prove or to disprove whatever you read. It does mean that you should be tough-minded, searching, quick to reject cheap and easy simplicity and open to keen and informed argument. With such an approach, you should have a clear conception of their purpose and formulate a defensible statement as to their quality.

For a number of years the course included a comparative study of newspapers as one of its required projects. This project has been discontinued, but the faculty is considering the possibility of including it as a part of some required course for Freshmen.

Obviously, a course such as Great Issues does not fit into any one college department or division. Therefore, it is administered by a faculty Steering Committee with representatives from the three faculty divisions, Humanities, Sciences and Social Sciences, plus the course director and two instructors. This Steering Committee meets

about once a week to determine over-all course policy. It is a revolving committee, and over the years the president of the college, three deans, and numerous senior members of the faculty from departments ranging from art to zoology have served as members for a year or more. The course director is a regular member of the faculty who spends his full time on the course for one or two years. Apart from the first year when the president of the college served as course director, the directors have been professors of biography, economics, English, government, history, mathematics and zoology. The course really belongs to the entire faculty, and is not the private domain of any one department or individual.

Frequently the college is asked, "What does such a course cost?" *Per student* the cost is less than that of most of the other courses at Dartmouth. To get the course started the Carnegie Foundation gave the college a grant of \$75,000 for the first three years. The annual budget now is around \$20,000, and this includes the fees and expenses of guest lecturers, a full-time secretary, part-time student assistants, and the running of the Public Affairs Laboratory. In addition, however, are the salaries of the regular faculty members assigned to the course.

It is a certainty that the Great Issues course has made an impression upon Dartmouth men. Sometimes the Seniors crack college jokes about their "common intellectual experience," but more often the course gives rise to serious thoughts. One of these serious thoughts was voiced by valedictorian John Sigler at the college's 1953 commencement exercises. On hand for an honorary degree, President Eisenhower, who a few hours before had inspected the Public Affairs Laboratory, heard this young man forthrightly state, "We will strive in vain for success and happiness, in public and private life, unless each of us can continue to give some kind of affirmative answer to the pointed question that one of the Great Issues speakers addressed to us this year: 'If you come knocking on the door of yourself, will you find anyone at home?' . . . The importance, the worth and dignity of the individual . . . is what Dartmouth has instilled in us. . . . As long as our educational institutions continue their search for truth . . . they stand as one of the strongest bastions of democratic faith." Obviously, the Great Issues course has set men's minds to work.

What do students think of the course? Nine hundred and ninety-two replies to a survey of Dartmouth graduates who were students in the

course several years ago revealed that 76 percent thought it was above average in its contribution to their education, and a majority tended to be particularly enthusiastic. Ninety percent indicated that it stimulated out-of-class discussion, and 77 percent stated that their interest in public affairs is more active as a result of the course. Having heard of the course through their sons, many parents of Dartmouth students have become keenly interested in the Great Issues program, and some even have written to inquire whether they can take it by correspondence. (They cannot.)

No single college course can expect unanimous acclaim from faculty and students, and the Great Issues course neither expects it nor gets it. Some critics believe that it is too fragmented and lacks continuity, others that it indulges in high-sounding clichés, and some students are quick to point out that a *compulsory* course (in their opinion) is not a maturing experience. Nevertheless, as Dartmouth begins her first year with a com-

pletely revised curriculum, the Great Issues course is in its second decade—no longer an “educational experiment,” but firmly established as an important part of the college’s total educational program.

Oh, Eleazar Wheelock was a very pious man,  
He went into the wilderness to teach the In-dian.

So goes a familiar college song about Dartmouth’s first president. Today Dartmouth still has a mission but it has broadened with the changed context of our times. Speaking to Seniors on “Liberal Arts and the Great Issues,” President Dickey, the eleventh man to follow Eleazar, often has told his charges: “The central need of society is to bring into better balance the utter physical power men now possess as against their moral and political controls of that power.” The Great Issues course is specifically designed to help prepare Dartmouth men to meet intelligently their heavy responsibilities of effective leadership in a divided world where each side is capable of destroying the other—and, in the process, itself.

## Opportunities for Teachers

### Asian Studies

To help American teachers and others to gain a fuller knowledge of the historical backgrounds and cultures of the peoples of Asia, a Summer Institute on Asian Studies will be held at the University of Hawaii as part of the 1959 Summer session. Enrollment in the Institute is limited to college graduates; other qualified adults may enroll as auditors.

The Institute’s program will center around two companion courses in which all members are to be registered: a 3-credit interdisciplinary study of Asian countries with special attention to South, Southeast, and East Asia; and a one-credit course for six evenings involving discussion sessions and special lectures. In conjunction with the evening course, special programs are contemplated such as informal Asian-style dinners, Japanese, Chinese and Filipino movies, demonstrations of Asian music and dances, and other activities.

The deadline for applications is March 15. Inquiries and applications should be addressed to the Dean of the Summer Session, University of Hawaii, Honolulu 14, Hawaii.

### Comparative Education Seminar

The Comparative Education Society and the International Conference on Educational Research of the Faculty of Education, Tokyo University, are cooperating in sponsoring a Comparative Education Seminar and Field Study for Japan and Korea from August 16 to September 20, 1959.

Participation in the program is open to anyone engaged in college teaching and educational work of an international character. Participants in the Seminar who are members of the Society will be privileged to attend the international meeting of the Comparative Education Society in Tokyo and Seoul.

Briefly, the schedule includes attendance at the International Christian University, Mitaka-Shi, for conferences and visitations; a tour of the interior of Japan and its educational institutions; the International Conference; and a visit to Korea.

Detailed information may be secured from Gerald H. Read, Secretary-Treasurer, Comparative Education Society, Kent State University, Kent, Ohio.

# Jameson's *Original Narratives*

Ralph Adams Brown and Marian R. Brown

THE VALUE to the classroom teacher of American history of the materials discussed in this article is based upon two very obvious conditions. It is apparent to every teacher of our nation's history, at any grade level, that as the years go by it becomes increasingly difficult to find time for the periods of exploration and early settlement. Not so many years ago we usually divided our American history course at the Civil War. In the last decade many teachers, both in high school and in college, have advocated reaching 1877 by the middle of the year. Now one reads, occasionally, a suggestion that the second half of the year should be reserved for the twentieth century. It is perfectly obvious that most teachers are either ignoring the seventeenth century completely, or are treating it in a few hurried class periods. The eighteenth century fares little better.

No historian or teacher of history, however, would wish to argue that the beginnings of a country are unimportant; no one, presumably, would deny that many of the main currents of American history had their beginnings in the years before 1800. We ignore the first three centuries of American history, not because we think them unimportant, but because we are forced to eliminate some part of a subject grown too vast for a single year's course.

The value of the materials to be discussed below is also indicated by the fact that although for half a century and more we have been writing and speaking about the value of source materials, actual primary sources remain a rarity in the average high school, or small college, library.

In 1902 the American Historical Association approved and adopted a plan for the publication of a series of the best known and most important of the early American narratives. Chosen to be

general editor of the project was the "Mr. History" of his day—J. Franklin Jameson. Publication of the *Original Narratives of Early American History* was begun in 1906, and eventually reached a total of 19 volumes. Editors of individual volumes, or parts of volumes, were carefully chosen, and Dr. Jameson seems to have kept a close check on the work of all of them. The series was well received, but eventually went out of print and became both difficult and expensive to obtain.

Writing in his general preface to the series, a half century ago, Dr. Jameson noted of these narratives that "the primitive narrations have become so scarce and expensive that no ordinary library can hope to possess anything like a complete set of the classics of early American history." That same statement could have been made a decade ago, with the original series so difficult to obtain. Then, in 1946, the Barnes & Noble Company of New York City purchased the copyright, and the entire series was reprinted in 1953. It is unfortunate that the reappearance of these volumes has not been given greater publicity, and that so many high school and even college libraries do not possess complete sets. The 19 volumes can be purchased individually for \$4.50 each, or the entire series for \$78.50. In either case, libraries and teachers are given a ten percent discount.

It seems to the present writers that these volumes should be in every secondary school library. Their presence could serve two purposes. In the first place, there are countless exercises in historical criticism that can be worked out from the material presented. Secondly, and perhaps even more important in terms of the tendency noted above to slight this early period, students can be turned loose in these volumes—to read either at random or specific sections. Such reading might help to balance the lack of classroom attention to the first centuries of our national development. It would seem reasonable to assert, in fact, that if high school students of the future are to get any real understanding of the years 1500-1800, any genuine feeling for the period, it must be the result of exposure to interesting and challenging materials for out-of-class reading.

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Here is an example of the type of exercise in historical criticism mentioned above. On pages 200-201 of *Narratives of Early Virginia, 1606-1625*, is a description of the "Starving Time" in the winter of 1609-1610. On pages 138-39 of Richard M. Dorson's *America Begins*<sup>1</sup> is a similar description. The former is an exact copy of the original source; the latter is a selected and modernized text. Note this contrast in the opening sentence of each. Dorson writes "Now we all found the loss of Captain Smith, yea, his greatest maligners could now curse his loss." In the *Original Narratives* it reads: "Now wee all found the want of Captaine Smith, yea his greatest maligners could then curse his losse."

A teacher could easily reproduce both selections by mimeographing them (this would amount to two or three pages), and could give copies to his students. The students could then be asked such questions as (1) Do you find any real differences in the two texts? (2) Which is easier to read? (3) Which is easier to understand? (4) Why do you think Dr. Dorson modernized the text? (5) How could we check the accuracy of both editors?

All 19 volumes abound with descriptions that would prove fascinating to high school youngsters. Introduction to the volumes could be handled in a variety of ways. Material could be mimeographed and then read and discussed in class. Students could be assigned to read certain sections and report on them in class. The teacher could organize "searches": provide a series of clues that would help students find the answer to a list of questions, and then turn the students loose in library or among classroom shelves. The teacher might select certain especially colorful or dramatic passages, assign those passages and hope that many youngsters would then read more widely. There must be dozens of methods that alert teachers could use to get these volumes into the hands of high school boys and girls.

Teachers scanning these volumes will find passages that have long intrigued them. The present writers, for example, are especially enthusiastic about Father Andrew White's *Briefe Relation of the Voyage Unto Maryland* written in 1634. Note this description of the natives:<sup>2</sup>

<sup>1</sup> Pantheon Books, 1950.

<sup>2</sup> *Narratives of Early Maryland*, p. 42-43.

The natives of person be very proper and tall men, by nature swarthy, but much more by art, painting themselves with colours in oile a darke red, especially about the head, which they doe to keep away the knats, . . . As for their faces they use sometimes other colours, as blew from the nose downward, and read upward, and sometimes contrary wise with great variety, and in gasty manner. They have noe bearde till they be very old, but instead thereof sometimes draw long lines with colours from the sides of their mouth to their eares. They weare their hair diversly some havinge it cut all short, one halfe of the head, and long on the other; others have it all long, but generally they weare all a locke at the left eare, and sometimes at both eares which they fold up with a string of wampampeake or roanoake about it. Some of their . . . great men, weare the forme of a fish of Copper in their foreheads. They all weare beads about their neckes, men and women, with otherwhiles a haukes bill or the talents of an eagles or the teeth of beasts, or sometimes a pare of great eagles wings linked together and much more of the like. . . .

#### THE COMPLETE LIST OF TITLES

*The Northmen, Columbus, and Cabot (985-1503)*. Edited by J. E. Olson and E. G. Bourne, 1906. 443 pp.

*Spanish Explorers in the Southern United States (1528-1543)*. Edited by F. W. Hodge and T. H. Lewis, 1907. 411 pp.

*Voyages of Samuel De Champlain (1604-1618)*. Edited by W. L. Grant, 1907. 377 pp.

*Early English and French Voyages* (Chiefly from Hakluyt) (1534-1608). Edited by H. S. Burrage, 1906. 451 pp.

*Spanish Exploration in the Southwest (1542-1706)*. Edited by H. E. Bolton, 1916. 487 pp.

*Narratives of Early Virginia (1606-1625)*. Edited by L. G. Tyler, 1907. 478 pp.

*Bradford's History of Plymouth Plantation (1606-1646)*. Edited by W. T. Davis, 1908. 437 pp.

*Narratives of New Netherland (1609-1664)*. Edited by J. F. Jameson, 1909. 478 pp.

*Johnson's Wonder-Working Providence (1628-1651)*. Edited by J. F. Jameson, 1910. 285 pp.

*Narratives of Early Pennsylvania, West New Jersey and Delaware (1630-1707)*. Edited by A. C. Myers, 1912. 476 pp.

*Winthrop's Journal, History of New England (1630-1649)*. Edited by J. K. Hosmer, 1908. Two volumes.

*Narratives of Early Maryland (1633-1684)*. Edited by C. C. Hall, 1910. 460 pp.

*Early Narratives of the Northwest (1634-1699)*. Edited by L. P. Kellogg, 1917. 382 pp.

*Narratives of the Witchcraft Cases (1648-1706)*. Edited by G. L. Burr, 1914. 467 pp.

*Narratives of Early Carolina (1650-1708)*. Edited by A. S. Salley, Jr., 1911. 388 pp.

*Narratives of the Insurrections (1675-1690)*. Edited by C. M. Andrews, 1915. 414 pp.

*Narratives of the Indian Wars (1675-1699)*. Edited by C. H. Lincoln, 1913. 316 pp.

*The Journal of Jasper Danckaerts (1679-1680)*. Edited by B. B. James and J. F. Jameson, 1913. 313 pp.

. . . our accomplishment thus far [is] but the preface to what we may accomplish in the second half of the century if we can continue to invent, improve, and change—and can keep a good heart.—Frederick Lewis Allen in *The Big Change*.

# Voltaire's Defense of Jean Calas

Richard L. Warren

**Y**OU WILL ask me, perhaps, why I interest myself so strongly in this Calas who was broken on the wheel? It is because I am a man. . . ." Voltaire's simple but profound declaration given in explanation of his interest in the Toulouse shopkeeper's case is a sobering introduction to the moral ferment which was changing eighteenth-century France. For high school students Voltaire's role in this case can be a revealing study of values in conflict and an impressive reminder of the moral demands democracy necessarily lays upon its citizens. For history teachers this whole incident constitutes one of many dramatic moments in history which furnishes the raw material for the study and understanding of concepts and values fundamental to democracy.

Calas' story, familiar to many and frequently referred to in textbooks, is that of a man executed for a crime he did not commit. Charged with murdering his son (actually a suicide victim) to prevent the latter from turning Catholic, Calas was brought to trial on March 9, 1762, convicted and, on the following day, put to death after extreme torture.

The authoritarian character of eighteenth-century France is a well known historical fact, the flaws in the judicial system being but one example. Even so Calas' case is remarkable for the number of basic democratic concepts and values violated in the process of his arrest, trial, and death. Family and friends in the house at the time of the suicide were all taken into custody without question. City officials allowed unfounded rumors to spread among the populace in order to build support for their actions. Calas was thrown into prison and left there for five months despite his protestations of innocence. No investigation was made at the scene of the purported crime. No evidence was sought by the officials to determine whether or not Calas was telling the truth. And, of course, a mood of ex-

treme religious intolerance pervaded the city at that time.

The trial itself was a farce. Calas was allowed no counsel and no opportunity to prove his innocence. Witnesses' testimony was based mainly on hearsay. The proceedings were hurried, and at the end of one day Calas was sentenced to extreme torture and death. At that point the only elevating aspects of the case was the courage of Calas who maintained his innocence through all his suffering.

Three years after his death a new trial of the case, commenced the year before, was completed and Calas declared innocent. It was the climax of a long and often disheartening struggle by Voltaire to correct a gross act of injustice. It was the resolution for the moment of a moral conflict in favor of creating a freer society for man.

That Voltaire saw his obligation to Calas as something inherent in his very existence—a moral responsibility laid on all men who live and want to live with dignity and decency—is a lesson in itself. That he should reach down from the heights of French society to aid the memory and family of an obscure shopkeeper stands as an even more significant contribution to the development of a vital democratic society. A spirit of fraternity will often be powerful enough to correct injustices and protect basic rights. Friends will aid friends. But equality depends for its strength on man's general concern for his fellow man however distant or foreign the relationship might be. This is the impressive lesson Voltaire's role in this case teaches us.

It is certainly a lesson germane to the social studies program considering the increased emphasis placed today on the teaching of values. The basic needs of a democratic society as well as the critical developments in international affairs suggest that social studies teachers should exploit every opportunity to help students become committed to the values of democracy.

History, of course, can teach students much about the nature and development of democracy and the concepts and values necessary to a demo-

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<sup>1</sup> From a letter to Comte d'Argental and quoted in S. G. Tallentyre, *The Life Of Voltaire*. New York: G. B. Putnam, p. 419.

cratic society. It is, after all, essentially a chronicle of man's struggle to achieve freedom and dignity. There is every reason, therefore, to make the study of values the focus of a course in history. Certainly high school students are ready for such an approach. They are capable of generalizing from the facts of history, and are ready to absorb the more abstract theories about democracy.

A necessary beginning, if this approach is to be used, is the development of a list of values fundamental to democracy. The best source for such a list is, of course, the raw material of the students' own lives—what democracy asks of them as individuals and as members of a family and of a school community. Another source is adult life in a democratic society—students can observe, study and identify those values which provide vitality and direction to domestic affairs. Finally students and teachers can turn to the wide variety of material on the subject published by both public and private organizations.

Having established a framework for the study of history, the students are more able to digest those historical facts and developments which give meaning to the values of democracy. Since the textbook is the primary historical source in practically all classes, the next problem becomes one of bringing to life in terms of values and value conflicts a particular period in history which a class may be studying. Unfortunately the average high school history textbook does not always portray human conflict with the intimate intensity that makes it live. This was a problem a class in modern world history faced when it set about to study the conflict in values which led to the French Revolution. The class found that while the average textbook had a clear, concise explanation of the conditions and events which precipitated the Revolution it lacked the dramatic aspect of history which depends upon individual experience.

To solve this problem the students explored other sources. They quite naturally found historical fiction to be a rich source of material. *A Tale of Two Cities*, *Scaramouche*, *Ninety-Three*, and other novels were read by various members of the class. The main characters of

such novels were carefully studied with the object of determining the values to which they seemed to be committed. At the same time certain of the more dramatic moments in the novels were selected to portray these values as they manifested themselves in the behavior of the persons concerned. These findings the students presented to the class in oral reports, panel discussions and dramatic skits.

Biography proved to be another valuable source. After a study of the textbook was made to identify the major historical figures of the period, biographies were obtained, and students approached the study of these individuals as they had the fictional characters in the novels.

As the study developed and reports were presented, the ensuing class discussions began to reveal that the students were more and more aware that what they were doing, what they were beginning to understand about the people of this period, had very real purpose and value. The framework they used, the basic values of a democracy, had been their ever-present companion in the search for relevant material. They became aware of a unity which pervaded their work.

Perhaps of greater significance were the hard lessons they were beginning to learn about the ceaseless struggle man must engage in to create a free society and to protect its integrity. They learned from Sidney Carton in *A Tale of Two Cities* that the ultimate value for him was not individual life but the sacrifice of that life to the cause of others. They learned from incidents in the life of Voltaire that the struggle for freedom often lays severe and unusual demands upon the individual. They learned that it is often required of man that he disturb his comfortable existence for the sake of an individual or group who may exist outside his own sphere of activities and interests. They learned, too, from Voltaire what is clearly written on the pages of world events today; namely, that a firm commitment to basic democratic values often involves conflict with those who would compromise on freedom. Above all, they learned to approach the study of history with a purpose which could have lasting meaning to their own lives.

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He who would do good to another must do it in  
Minute Particulars:

General Good is the plea of the scoundrel,  
hypocrite and flatterer. . . . —WILLIAM BLAKE

# Social Studies Materials from State Departments of Education

Dorothy W. Hamilton

## THE ROLE OF THE STATE

The fact that state education authorities view their role in varying ways becomes most evident in surveying state-published curriculum materials. At one end of the scale are what Moehlman calls the believers in "extreme localism."<sup>1</sup> Here the state authorities feel that curriculum materials and curriculum proposals fall within the jurisdiction of the local school departments, and no materials are published on a state level. At the other end of the scale are the believers in centralism with state-selected textbooks and a recommended scope and sequence of courses in each area of the educational program.

Judging by this survey of social studies materials, the majority of the state departments of education, or departments of public instruction as they are sometimes called, assume a middle-of-the-scale role. They act as a coordinating agency for teachers and administrators in local communities in improving education throughout the state while their instruction specialists provide creative, democratic leadership in curriculum planning. These state education departments also serve a useful function in providing reference materials and resource guides, such as Connecticut's *Techniques Useful in Citizenship Education*, New York's *Teaching American History*, and Oregon's supplementary lists of instructional materials and bibliographies.

Although almost every state has some legal requirements regarding the teaching of state history, American history, and other topics related to citizenship education, in general, the published bulletins stress the creative role of the so-

cial studies teacher in selecting materials and methods suitable to the needs and interest of a particular group of pupils.

One of the most interesting examples of creative leadership is that of the State Central Committee on Social Studies which was appointed late in 1954 in California by Roy E. Simpson, Superintendent of Public Instruction. This committee has been the leadership committee for a study of the social studies program in the public schools of California, from kindergarten through the junior college. Its members include five classroom teachers and five principals—one at each level of education—four supervisors, three directors of instruction, four superintendents of schools, and six members of the State Department of Education. Through conferences and workshops, articles in *California Schools* (their State Department bulletin), and other publications, they have shared and planned a new program with social studies teachers throughout the state.

The committee spent some time in determining basic social studies concepts in the disciplines of history, geography, political science, economics, sociology, anthropology, social psychology, and philosophy. They examined the latest data regarding human growth-development and learning, and they have studied patterns of organization of social studies and problems relating to these. As a result, they hope to establish a revised social studies program in California with published materials to aid individual schools.

## TRENDS IN PROGRAMS

An analysis of the state publications which do present detailed social studies programs shows a fairly common agreement on the grade placement of certain topics. In the primary grades the accepted emphasis is upon "Living in Home, School, and Community."<sup>2</sup> Although there is not

Mrs. Hamilton is Chairman of the Social Studies Department of Milford (Connecticut) High School and a member of the Advisory Board of *Social Education*. We are deeply indebted to her for this valuable guide to state-published curriculum materials, a project that she generously undertook to carry out while she was serving on the NCSS Curriculum Committee.

<sup>1</sup> Arthur B. Moehlman, *School Administration*, Boston, Mass.: Houghton Mifflin Company, 1951, Chap. 24.

<sup>2</sup> See Richard F. Bruns and Alexander Frazier, "A Survey of Elementary School Social Studies Programs," *Social Education*, May 1957, p. 202.

equal similarity in placement in the intermediate grades, "Ways of Living Around the World" is frequently found in Grade 4, a correlated geography and history of the United States in Grade 5, and a "Neighbors to North and South" or a world geography and history correlation in Grade 6. Some states recommend postponing the latter study to Grade 7 with again common agreement on "The American Nation" in Grade 8. With few exceptions, Grades 9-12 have a sequence of Community Living, World History, United States History, and a final Problems course.

New York State has developed its own Grade 9 course in Citizenship Education, The Economic World. This is a combined study of economics and economic geography with a concluding citizenship unit on "The Interdependent World."

New Jersey has a required two-year course in the History of the United States in Grades 11 and 12; New York and Oregon outline similar recommended two-year programs for these grades.

The state of Missouri proposes an interesting scope and sequence of content in Grades 7, 8, and 9. The emphasis in Grade 7 is on the Background of American Democracy, with a study of the historical development of Western civilization and the contribution of the Old World to American democracy. This is followed by Our New Nation and Its Development in Grade 8. The usual civics topics are found in Grade 9, the American Citizen in the Modern World, with an added post-Sputnik-world learning area. The unit titles for Part IV, "The World Community," read (1) Acquiring a Perspective of Our World in the Universe, (2) Looking at Man in His Physical Surroundings, (3) Understanding Modern Relationships in Time and Distance, and (4) Realizing that Man is the Creature of Cultural Environment. This is one of the few instances where a curriculum focuses upon the modern advances of science and technology.

In addition to the usual sequence in Grades 9-12, *Social Studies for Maine Secondary Schools* contains a proposed sequence for "terminal students":

- Grade 9—Community Living
- Grade 10—Youth Problems and Consumer Education
- Grade 11—United States History
- Grade 12—World History and Geography

The Maine bulletin also outlines a Grade 7 course in The Eastern Hemisphere, which is a good example of similar proposals in other state guides. The introduction states, "The alert teacher will approach the study of foreign lands through emphasis on 'What They Are Like To-

day' and 'What Is Happening Today,' with secondary importance attached to 'What They Were Like A Thousand Years Ago.'" The unit titles are as follows:

- I The Free Peoples of Europe and Their Allies  
How can we work with them to maintain the ideals of free men?
- II The Union of Socialist Soviet Republics and Its Satellites  
What are their philosophies and aims? How can we live in the same world with them?
- III The Far West  
What will be its role in the future?
- IV The Rising New Nations  
Will these new nations join the Free World or the Communist group?  
(India and Pakistan, Ceylon, Burma, Thailand, Indonesia, Israel, Egypt and the Arab Nations, the Philippines)
- V The Underdeveloped Lands of the World  
What has delayed their development? What does the future hold for them?

Minnesota is another state whose program reflects this increased emphasis upon understanding of world affairs. They recommend:

- Grade 7—The Story of the United States of America
- Grade 8—The Relation of Other Areas of the World to the United States (World Geography)
- Grade 9—The Pupil and His School and Community
- Grade 10—The United States in World Perspective
- Grade 11—The Impact of Other Nations Upon the United States
- Grade 12—Fundamental Concepts and Problems of American Democracy

Concerning Grades 10 and 11, their bulletin comments: "Grade 10 consists of a series of topical units which emphasize United States history but place it in perspective in the history of world events. Grade 11 focuses more fully upon present-day world areas and problems. It utilizes history and geography to help students understand these topics."

*Social Studies in Oregon Secondary Schools* gives the details of a recommended two-year World Cultures sequence for Grades 9 and 10. Following introductory units on the anthropological concept of culture and on primitive cultures, studies are made of representative cultural areas of the world. Each of the units lists Concepts to be Understood and Appreciated, Suggested Problems and Topics, Suggested Activities, and Evaluation Questions. This cultural approach should give students a true world orientation and probably, also, greater insight into their own American culture.

Many of the state programs stress a unified social studies approach to topics with the use of concepts and data from history, geography,

sociology, economics and other disciplines as they are pertinent. Maryland cuts across subject-matter lines even more than this. The state committee has built its whole social studies program around "seven persistent problems" with aspects of these problems studied from kindergarten through high school, according to the maturity of the group. These problems are:

- How does man adjust to, modify, and improve his changing social and physical environment?
- How can man wisely use human resources in realizing his potentialities?
- How can man wisely use his natural resources in developing his economy?
- How can we promote better living through the development and application of moral, spiritual, and aesthetic values?
- How can we preserve and extend the democratic way of life?
- How can we promote better relations with other nations through an understanding and an appreciation of their contributions to our culture?
- How can we fulfill our obligations as individuals and as a nation for working together in an interdependent world?

In reviewing these state social studies programs, three things stand out. (1) There is greater emphasis on world understandings and world problems. (2) At the same time, the "group guidance" trend in evidence about 10 years ago appears to be lessening. It may be, however, that time for problems of personal and vocational adjustment is provided within guidance periods as such. (3) Most encouraging is the fact that many states now have state-wide committees engaged in re-thinking the social studies program in terms of their citizens of the twenty-first century.

#### TYPES OF MATERIALS

The social studies curriculum materials which are listed at the close of this article are varied in content and format. Not all state education authorities publish detailed guides. Some, as we have indicated, believe that such materials are the province of the local communities. Other states simply issue brief mimeographed outlines to suggest a recommended plan for the state. A few states publish attractively illustrated resource guides for certain units or subjects or as a general stimulus to the improvement of social studies within the state. An attractive example of this latter type of booklet is South Carolina's *Guide for the Teaching of Social Studies, Grades 1-12*. While the guide does list a scope and sequence plan for these grades, the general aim is to improve instruction by suggesting effective learning activities.

Some guides are detailed enough to be useful as texts in teacher-training courses. They contain many suggestions for carrying out teacher-pupil planning, using the problem-approach, improving classroom discussion, and utilizing other ways of organizing learning experiences.

In many guides, evaluation is considered to be an ongoing teacher-pupil activity throughout the study of a unit. *The Wyoming Guide for Teaching Social Studies, Grades 5 and 6* (p. 17-18) suggests the use of such techniques as (1) diaries, logs, journals; (2) teacher-made tests; (3) achievement tests; (4) observation; (5) anecdotal records; (6) individual folders and samples of work; (7) checklists and questionnaires; (8) personality and rating scales; (9) sociometric tests and sociograms; (10) individual conferences; (11) graphs, charts, activity and reading records. Samples of many of these techniques are given.

These bulletins with detailed resource suggestions, drawn from the plans of experienced teachers, should prove of great value to the many new social studies teachers who will be entering classrooms in the next few years.

Listed below are social studies materials published by state departments of education. The list is as complete as possible at the present time. Most departments cannot accept personal checks in payment for materials and prefer to receive a postal money order. If no price or other information is given, a single copy may be obtained without charge from the listed address.

ALABAMA: State Department of Education, Montgomery 4.

*Course of Study and Guide for Teachers, Grades 1-12*. 1950. 459 p. \$1. Presents the philosophy and plan for the total school program with no separate treatment of the social studies program.

ARIZONA: Curriculum Coordinator, Department of Public Instruction, 1730 West Adams St., Phoenix. *Social Studies Guide*. Out of Print.

*Scope and Sequence Chart for Social Studies Area, Arizona Schools*. 4 p. Duplicated.

ARKANSAS: No social studies materials.

CALIFORNIA: Bureau of Textbooks and Publications, California State Department of Education, 721 Capitol Ave., Sacramento 14.

*Building Curriculum in Social Studies for the Public Schools of California*. 1957. 109 p. 30 cents. A progress report of the California State Central Committee on Social Studies. Contains detailed lists of concepts from the major social science fields, growth-development and learning patterns, criteria for the selection of content, and a basic bibliography for social studies teachers and curriculum consultants.

*A Guide to Materials Developed by the State Central Committee on Social Studies.* 1958. 51 p. Mimeographed. Contains a tentative outline of the program from kindergarten through junior college. COLORADO: No over-all curriculum guide. CONNECTICUT: Bureau of Elementary and Secondary Education, State Department of Education, P.O. Box 2219, Hartford.

*Connecticut at the Start of Her Fourth Century.* Revised 1956. 77 p. Single copy free. A resource guide for the teaching of state history.

*Curriculum Bulletin, Social Studies, Grades 7-12.* 1958. 75 p. Offset. Single copy free. A preliminary guide with a recommended program.

*A Secondary Social Studies Program: A Scoreboard for Its Evaluation.* 1955. 12 p. Single copy free. An instrument to enable social studies teachers to evaluate their own program of studies and their own qualifications.

*The Task of Citizenship Education.* Revised 1954. 40 p. Single copy free. Discusses the crisis of modern times and the important educational tasks in relation to citizenship education.

*Techniques Useful in Citizenship Education.* 1952. 66 p. Offset. 35 cents. Gives examples of techniques for (a) identifying the social and emotional needs of youth; (b) diagnosing student ability in critical thinking; (c) improving group work; (d) eliciting attitudes and beliefs; and (e) taking social action.

DELAWARE: State Department of Public Instruction, Division of Research and Publications, Dover.

*Suggested Organization of a Social Studies Program for Secondary Schools in the State of Delaware.* Bulletin 28-51. \$1.

FLORIDA: State Department of Education, Division of Publications and Textbook Services, Tallahassee.

*A Guide to the Teaching of the Social Studies in the Secondary Schools.* 1948. 121 p. 50 cents.

GEORGIA: No printed course of study.

IDAHO: No social studies curriculum materials.

ILLINOIS: No information was available concerning their program.

INDIANA: Division of Pupil Personnel and Guidance, State Department of Public Instruction, Indianapolis 4.

*Pre-Election Unit in Citizenship.* 1952. 24 p. Suggestions for teaching about government and political parties in Indiana schools from grades 6-12.

*World History for Senior High Schools.* 1949. 64 p. A teacher-developed guide which gives suggestions for units on Ancient Times, The Middle Ages, Modern Times, Conservatism vs. Revolution, and The Contemporary Period.

IOWA: Iowa Department of Public Instruction, State Office Building, Des Moines 19.

*Development of World Civilization—The World Community.* Grades 9 and 10. 70 cents.

*American History—Contemporary Problems.* Grades 11-12. 70 cents.

KANSAS: No curriculum materials.

KENTUCKY: Commonwealth of Kentucky, Department of Education, Frankfort.

*Program of Studies, Kentucky Secondary Schools, Grades 9-12.* 1956. 14 p. Mimeographed. Brief listing of major requirements in all subjects. No separate social studies materials.

LOUISIANA: State Department of Education, Baton Rouge.

*Course of Study in Social Studies.* Out of print. MAINE: Division of Instruction, State Department of Education, Augusta.

*The How of Social Studies.* 1951. 20 p. Loose-leaf. Suggestions for elementary teachers in guiding social studies learning. Not available outside the state of Maine.

*Social Studies for Maine Secondary Schools.* 1955. 180 p. 75 cents. A resource guide to the teaching of social studies as well as suggestions for courses and units in grades 7-12.

MARYLAND: Supervisor of Curriculum, State Department of Education, 2 West Redwood St., Baltimore 1.

*Planning for Effective Learning: Social Studies.* 1956. 36 p. Suggestions and recommendations for the objectives, scope and sequence of the social studies offerings in Maryland schools, grades 1-12.

MASSACHUSETTS: Division of Elementary and Secondary Education, Department of Education, 200 Newbury St., Boston 16.

*Social Studies Section, Massachusetts Curriculum Guides for Primary and Intermediate Teachers.* 6 p. Mimeographed. Lists objectives and major areas of emphasis in social studies, grades 1-6.

MICHIGAN: Department of Public Instruction, Lansing 2.

*Understanding Others: A Handbook on Intercultural Education.* 1946. 34 p. Suggests ways of developing intercultural understanding in elementary and secondary Michigan schools.

*The Child in His Workaday World.* 1954. 22 p. Offset. Sets forth beginning vocational understandings in three elementary school situations.

MINNESOTA: Documents Section, Room 115, Department of Education, State Capitol, St. Paul 1.

*Guide for Instruction in the Social Studies, Elementary School, Grades 1-8.* 1949. 179 p. \$1.50.

*Guide for Instruction in the Social Studies, Elementary School, Grades 7-8.* 1957. 160 p. \$1. (A section of the bulletin listed below.)

*Guide for Instruction in the Social Studies, Secondary School, Grades 7-12.* 1955. 453 p. \$2.25. All of these bulletins contain extremely valuable suggestions for the professional improvement of the social studies teacher as well as complete curriculum plans for the units at each grade level.

MISSISSIPPI: Division of Instruction, State Department of Education, Jackson.

*Handbook for Elementary Teachers, Grades 1-8.* 1951. 339 p. A detailed guide to the planning and teaching of all elementary school subjects, including a 42-page chapter on the social studies. Bulletins

on Economic Education and Social Studies, Grades 7-12, are in the process of preparation.

MISSOURI: State Department of Education, Division of Public Schools, P. O. Box 480, Jefferson City.

*A Guide for Elementary Education, Grades 1-6.* 1955. 313 p. A valuable teaching guide in which "materials" have been grouped in broad areas and presented through the approach of problems-of-living and needs." The major areas treated are language arts, social studies-science, and arithmetic.

*A Guide for Social Studies, Grades 7-9.* 1956. 211 p. Presents a point of view and suggested scope and sequence for the social studies program with details of separate units.

**Note:** These publications are available only to college and university libraries, not to individuals. MONTANA: State Department of Public Instruction, Helena.

A committee is working on the development of a state guide in social studies, grades 1-12. The guide will not be ready before the fall of 1959. NEBRASKA: Division of Supervision and Curriculum, Nebraska Department of Public Instruction, Capitol Building, Lincoln 9.

Nebraska has published a *Social Studies Guide for Elementary Children* (1951) and *Social Studies for Nebraska High Schools* (1953), but curriculum materials are not sent out of the state because of limited supplies.

NEVADA: Department of Public Instruction, State of Nevada, Carson City.

*High School Course of Study, The Social Sciences.* 1934. 60 p. Presents over-all aims and suggested program with detailed references for teachers.

NEW HAMPSHIRE: State Department of Education, Concord.

*Social Studies Guide for New Hampshire Elementary Schools.* 1951. 70 p. Loose-leaf note book form. 65 cents. A resource guide for elementary teachers, listing characteristics and needs of 6-12-year-olds, goals and suggested areas for the social studies program with suggested learning materials.

*A Guide for Teaching Social Studies in Grades 7-12.* 1956. 83 p. 65 cents. A teacher-planned guide with a wealth of suggestions for the new teacher. Lists suggested course outlines for Grades 7-12 with teaching and learning references.

NEW JERSEY: State Department of Education, 175 West State St., Trenton 25.

*A Guide for the Teaching of the History of the United States (A Two-Year Course).* 1948. 233 p. \$1. Detailed unit guide for a chronological or topical approach to the New Jersey prescribed two-year U.S. History course.

NEW MEXICO: No curriculum materials are available at present.

NEW YORK: Bureau of Elementary Curriculum Development, The State Education Department, Albany 1.

*Children Explore the Environment.* 1958. 92 p.

A guide for elementary teacher in utilizing the history and resources of New York State.

*Citizenship Education: The Elementary School Curriculum.* 1955. 77 p. A suggested social studies program for Grades K-6.

*Community Living in the Days of the Early Settlers.* 1957. 32 p. A resource unit for Grade 4 teachers.

*Living and Working in Indian Communities.* 1956. 30 p. Another resource unit for Grade 4.

*Our Heritage of Freedom.* Revised, 1953. 78 p. Suggestions for the observance of Bill of Rights Week in New York State schools.

*Research in Citizenship Education.* 1958. 13 p. NEW YORK: Bureau of Secondary Curriculum Development, The State Education Department, Albany 1.

*Alexander Hamilton, New Yorker, 1755-1804.* 1957. 63 p.

*American History Bibliography.* 1956. 112 p. A selective, annotated list of fiction and non-fiction for the high school student of American history.

*American History: Film Round-Up No. 9.* 1955. 56 p. A topical, annotated film list.

*Citizenship Education Equipment Inventory.* 1957. 20 p.

*Citizenship Education Grades 7, 8, 9.* Revised, 1953. 37 p. Outlines the social studies program for these grades.

*Citizenship Education Planning Guide.* 1956. 61 p. Approaches and methods for Grades 7-12.

*Citizenship Education 10, 11, 12.* 1954. 63 p. Outlines for a course in World History and a one- or two-year course in American history.

*Teaching American History.* 1953. 392 p. A handbook of techniques and procedures in teaching American history. Suggests more than 850 learning activities adapted to differing interests and abilities.

*World History: Film Round-Up No. 18.* 1956. 27 p. Annotated film and filmstrip list.

**Note:** New York materials are not available for individuals. Institutions and university education departments should make special requests.

NORTH CAROLINA: No social studies guide.

NORTH DAKOTA: State Department of Public Instruction, Bismarck.

*Courses of Study for North Dakota High Schools: Social Studies.* 1947. 251 p. \$1. Detailed content outlines for grades 9-12.

OHIO: No curriculum materials.

OKLAHOMA: No curriculum materials.

OREGON: Curriculum and Publication Section, State Department of Education, 106 State Library Building, Salem.

*Guide for Elementary Education in Oregon.* 1957. 201 p. plus two Source Materials Supplements, one containing 8 and the other 15 pages. \$2. Suggests scope of material and experiences and "some of the reasonable attainments to be expected from a child at certain age levels" in all subjects.

*Social Studies in Oregon Secondary Schools.* 1955.

260 p. \$1. A guide to the teaching of social studies as well as unit plans for Grades 9-12. Includes an interesting two-year World Cultures sequence in Grades 9 and 10 for schools requiring a four-year social studies program.

*Supplements to Social Studies in Oregon Secondary Schools.* Mimeographed lists of instructional materials and bibliographies, revised periodically, in each of the following areas: American Problems, Social and Economic; American History and Government; International Relations; World Cultures (for both one- and two-year courses); World Geography and Historical Backgrounds; World History and Geographic Settings. 50 cents each.

*Teaching Oregon's Children: A Handbook for Elementary Teachers.* 1957. 215 p. \$2. Attractive in format with delightful illustrations, this handbook takes the developmental needs of children as a basis for planning and "sets forth some ways by which teaching is accomplished and why these ways seem good."

*This America.* Revised, 1956. 44 p. Mimeographed. 50 cents. Outlines a plan for a two-year integration of American History, Government, and Problems in Grades 11 and 12.

PENNSYLVANIA: Publications Office, Department of Public Instruction, Box 911, Harrisburg.

*Note:* Checks or money orders must be made payable to the Commonwealth of Pennsylvania.

*Course of Study in Geography for Secondary Schools.* 1951. \$1.50.

*Course of Study in Social Studies for Secondary Schools.* 1951. \$1.50.

*Educating for Citizenship.* 1949. \$1.50. Accounts of citizenship practices in Pennsylvania schools.

*Pennsylvania Teaches for Better World Relations and Intercultural Understanding.* 1955. 25 cents.

RHODE ISLAND: No curriculum materials.

SOUTH CAROLINA: Division of Instruction, State Department of Education, Columbia.

*Guide for the Teaching of Social Studies, Grades 1-12.* 1956. 93 p. Single copies for State Departments of Education, school systems or universities, free; quantities or copies for personal use, 50 cents each. Presents the aims, purposes, and organization of experiences in the social studies in attractive form.

SOUTH DAKOTA: Department of Public Instruction, Elementary Division, Pierre.

*Social Studies Bulletin for the Elementary Schools of South Dakota.* 1958. 162 p. Offset. Gives unit plans for Grades 1-8 with attention to principles of child development.

TENNESSEE: State Department of Education, Nashville.

*A Guide to the Tennessee State Program for Curriculum Improvement in Social Studies, Grades 1-12.* 1956. 16 p. Mimeographed. Suggestions to help local school systems in curriculum planning.

TEXAS: Division of Curriculum Development, Texas

Education Agency, Austin.

*Social Studies in Texas Schools, Grades 1-12.* 1958. 201 p. Offset. Not available at present for out-of-state requests. A tentative curriculum guide, the result of a three-year, state-wide project.

UTAH: State Department of Public Instruction, 223 State Capitol, Salt Lake City.

*Meeting Community Needs in Utah.* 1948. \$1.10.

*Social Studies Supplement to a Teaching Guide for the Elementary Schools of Utah.* 1948. \$1.50.

VERMONT: State Department of Education, Montpelier.

*Aviation Education, Grades 1-12.* 1951. 57 p. A resource guide for teachers.

*Conserving Natural Resources in Vermont, Grades 1-12.* 1957. 45 p. A correlated science-social studies resource guide.

*Studying Vermont History.* 1954. 47 p. A teachers' guide for use in Grades 7 and 8.

*Suggested Courses of Study in the Social Studies for Vermont Secondary Schools, Grades 9-12.* 1943. 158 p. Contains teaching suggestions and tests from social studies teachers throughout the state.

*Note:* A new social studies curriculum bulletin with a detailed program for Grades 1-12 is being prepared for publication in 1959.

WASHINGTON: State Department of Public Instruction, Olympia.

Committees are completing curriculum guides for primary, intermediate, junior high, and high school levels. No materials are available for out-of-state distribution this year. Eventually materials will be \$3.00 a copy.

WEST VIRGINIA: State Department of Education, Charleston.

*Guide to Better Social Teaching, Grades 1-12.* 1953. 432 p. \$2. A detailed guide for social studies in the total school program.

WISCONSIN: Wisconsin Cooperative Educational Planning Program, Room 147N, State Capitol, Madison 2.

*Audio-Visual Materials for the Wisconsin Social Studies Program.* 1949. 48 p. Out of print.

*I Did It This Way.* 1951. 76 p. Out of print. Illustrations of successful social studies practices.

*Scope and Sequence of the Social Studies Program.* 1947. 75 p. Out of print.

WYOMING: State Department of Education, Cheyenne.

*Note:* Not available for purchase; check university curriculum laboratories.

*Tentative Guide for Teaching Social Studies, Grades 5 and 6.* 1953. 254 p. Mimeographed. Detailed unit plans for a study of this nation and other nations in the Western Hemisphere.

*Tentative Guide for Teaching Social Studies, Grades 7 and 8.* 1956. 252 p. Mimeographed. Detailed plans for a study of the Eastern Hemisphere in Grade 7 and the American Nation in Grade 8.

# The Fallacy of the Zonal Concepts of Climates

Gary S. Dunbar and Charles F. Lane

ONE OF the most common and deep-rooted concepts in elementary geography is the age-old division of the earth into the Torrid, Temperate, and Frigid Zones. The boundaries of the zones are parallels of latitude, and a concomitant belief is that all places in the same latitude necessarily have the same climate. Indeed, "climate" and "latitude" have been used synonymously. "Climate" comes from the Greek "klima" which referred to the increasing slope of the earth's surface away from the Equator. Because it was seen that atmospheric conditions change with increasing distance from the equator, the term "climate" has come to have its present meaning.

The idea of the division into zones is an old one. Perhaps it was originated by Parmenides of the Pythagorean school in the fifth century B.C. Later others refined his concepts and tried to establish definite limits to the zones. Some argued that the central zone—the Torrid Zone—was inhabited, but others imagined that the great heat there would preclude life. The two polar zones were likewise envisaged by many as incapable of sustaining life. Such notions very definitely had a restrictive effect on geographical enterprise and research, at least until the start of Portuguese voyaging in the fifteenth century.

The Portuguese navigators were naturally reluctant to venture far south along the African coast for fear of being suddenly incinerated, but they discovered that even though Tropical Africa was warmer than their native Portugal, it was not so hot as to prevent life. The Torrid Zone of Africa was most certainly inhabited, but, logically to the Portuguese, the natives' blackened skins did show the effects of living in such an environment.

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The Spaniards were the first really extensive explorers and colonizers in the Americas. They confined themselves largely to the Tropics where the sun was hottest and where they believed gold was thus most likely to be found. The English also subscribed to the theory of the tropical occurrence of gold, but they held out a hope that it might also be found in the unclaimed lands of the middle latitudes. Richard Hakluyt, the famous Elizabethan geographer, urged the production in North America of tropical and Mediterranean products which England could at that time obtain only by disadvantageous trade with the countries of southern Europe. He reasoned that Mediterranean crops could easily grow in the same latitudes in North America.

This fallacious notion that climate and latitude could be strictly correlated was to plague planners and colonists throughout the colonial period. Hakluyt and the other geographers did not realize the great climatic differences between the east and west sides of continents. Attempts to introduce tropical and Mediterranean crop plants into the colonies were also hindered by inadequate knowledge of their care. Introduction of Mediterranean crop plants and associated agronomic practices would have involved the development of a highly specialized form of agriculture with which few Englishmen were familiar. Some tropical plants prospered when introduced, but only because they actually were tolerant of colder winters than are found in the tropics.

The early explorers and settlers tended to minimize the climatic differences between the colonies and Europe. Thomas Hariot, the accurate scientific observer who spent the year 1585-1586 in northeastern North Carolina and southeastern Virginia, should have been able to perceive the important differences and thus forewarn future settlers, but if he made climatic observations he did not record them because he was obliged to write an optimistic account of natural conditions in America. He said only that the climate was comparable to that of Old World lands in the same latitude, for example southern Spain and

Italy, the implication of course being that the North American lands could be expected to grow Mediterranean products.

John Smith's statement about Virginia, "The sommer is hot as in *Spaine*," was widely repeated. People could easily understand that Virginia and Spain should have similar summers because of the sameness of latitude, but they thought that Virginia should have Mediterranean temperatures in winter as well. The first American winters, especially in New England, soon dispelled that notion. It seemed peculiar to the colonists in the seventeenth century that all of England lay poleward of all the American colonies, and yet the homeland had milder winters. Other climatic phenomena with which the colonists had little or no experience before they came to America were the great convectional storms, occasional droughts, and hurricanes. As a modern geographer has said: "This was indeed a lustier land to which the settlers had come."

Colonists came to Virginia expecting to find Mediterranean temperatures in winter as well as in summer, and some could simply not be reconciled to what they found here. Throughout the colonial period optimists described the climate of every colony from Georgia to New England as the "golden meane," the happy medium between heat and cold. Their words were more convincing for the warmer southern colonies, of course, than for the middle colonies or New England.

Agricultural settlers in expanding westward from the eastern seaboard believed that by following a parallel of latitude they would not get away from the climatic conditions to which they had become accustomed. Naturally they would seek out lands similar in appearance, soils, and climate to that which they had left. Similarity in climate, they thought, would be assured by traveling due west, that is, by following a parallel. The Census Office lent support to this popular notion when in 1860, commenting on trends of migration, it stated: "The almost universal law of internal migration is, that it moves west on the same parallel of latitude. . . . Men seldom change their climate, because to do so they must change their habits." What actually was the truth of this statement? Did the routes to the West follow parallels exactly or nearly exactly? No, the routes to the West were highly irregular; the trends of major streams and ridges had to be followed for great distances. And, of course, climate does change as one proceeds westward from the east coast along a parallel. However, the change is not so great as to be truly important

to the agricultural settler in terms of the growing of most crop plants, and he probably never traveled far enough to feel the difference.

Modern geographers are well aware that the world's climatic regions are highly irregular in form and do not have nice straight latitudinal boundaries. However, in some places the old notions are still being taught. Several elementary texts still present the division into Torrid, Temperate, and Frigid Zones. These divisions were based on the belief that temperatures were high near the equator, low near the poles, and temperate in between. Temperature is an important climatic element, but it does not follow this zonal arrangement around the earth.

In addition to temperature, other atmospheric elements such as precipitation and humidity, air pressure, and winds are important parts of any climate. One may inquire as to what causes these several climatic elements to vary at the same latitude from place to place on the earth, resulting in some places and some seasons being hot and others cold, some wet and others dry. The answer is to be found in the climatic controls. As already mentioned, the latitude or angle of sun is an exceedingly important control. Other factors that are important in making up the climate of any place are: distribution of land and water, winds, altitude, mountain barriers, the great semi-permanent high-and-low pressure centers, ocean currents, storms of various kinds, and other minor controls.

Compare the temperature and rainfall of Washington, D.C., an east coast city, with that of San Francisco, on the west coast at nearly the same latitude. Washington has an average temperature that is 15 degrees colder in January and 20 degrees warmer in July than San Francisco. Washington's 41 inches of annual rainfall is almost double that of San Francisco. The rainfall at Washington is well distributed throughout the year with a greater amount in summer. The rainfall at San Francisco is mostly during the winter months. The cool California current along with westerly winds and associated air masses bring mild winters and cool summers to coastal California. The rainfall regime is alternately that of the deserts in summer and of the cyclonic westerlies in winter, when rain is relatively abundant. This seasonal alternation of summer drought and winter rain results from a latitudinal shifting of wind and rain belts with the sun's rays.

The tendency toward a monsoon system of winds on the east side of middle-latitude North

(Concluded on page 74)

# Economic Competence: New Frontier in Civic Education

Charles W. Merrifield

WHEN educational historians write the story of the American experiment in mass education, they will doubtless note, as one important phase, the thoroughness with which the standard school and college curricula have been revised and made more adaptable to the needs of a vastly broadened audience. One of the more revealing portions of this chronicle will probably deal with the pervasive effects which the Great Depression and World War II had on stimulating renewed interest in economics as a significant—though long neglected—aspect of general civic education in the free society.

Brief reflection helps identify some of the reasons why economic analysis, economic policy, and economic education should seem suddenly to appear at the nucleus of civic education in the United States. Indeed, this fresh—and still relatively new—concern on the part of teachers and professors with making basic economic understandings a part of their regular classroom teaching seems to be, in part, a faithful reflection of the age in which we live.

## WHY ECONOMIC EDUCATION?

The first half of the twentieth century, for example, has seen almost miraculous progress in the age-long conflict with grinding poverty. A galloping technology has been harnessed year after year to increase productivity—even to compound it. Almost annual improvements in health and longevity, communication and mobility, lei-

sure and recreation, have tended to transform the economic outlook in this country, as well as to undergird the assurance with which we view the long economic future. (Children born since 1930 are apt to look with kindly indulgence on their parents' pride in such civic achievements as social security, minimum wage and hour laws, reciprocal trade agreements, health and unemployment insurance, paid holidays and the like. After all, aren't these things just history now?)

Even more important, however, our age has seen the progressive enfoldment of the American economy into its international context. With each passing international crisis, it becomes clearer that the United States is involved, willy-nilly, in the destiny of other national economies—if not with the destiny of freedom in the world community. What goes on in the American economy is translated quickly into all parts of the international economy. What our Congress does annually with such questions as surplus cereal-grain disposal, with trade policies, with technical assistance programs, and international loans becomes the subject of crucial discussion in half a hundred national capitals, day by day and month by month. In a very real sense, whether he is aware of it or not, the composite American lives in an economic fishbowl. His collective actions are watched with scrupulous care for their possible consequences to every other economy on the planet.

Still another reason why economic competence has come into recent educational prominence is that, in a free, flexible, and dynamic society like ours, the individual's allocation of his personal resources (interest, time, talent, money) have a direct bearing on the health of the American economy. Thus, when his individual choices are multiplied by millions of others of like mind, the economic citizenry (acting as individuals or groups of individuals but with a cumulative mass effect) can make or break markets, affect the flow of consumer goods, interrupt or stimulate the flow of capital funds and goods, modify tax policy, or increase or decrease unemployment. In short,

in the American type of economy, the people are uniquely the "stewards" of their own economic destiny to a significant degree—even though there always stand ready those who would like to relieve them of that responsibility.

For these and other reasons, education for economic competence has increasingly come to be seen as an integral part of general civic education, especially in a society which aspires to increase and develop its commitment to individual dignity, efficient use of both human and natural resources, and a peaceful world community.

#### TEACHING MATERIALS IN ECONOMIC EDUCATION

But, in all relatively new fields of social education, there is likely at first to be a dearth of teaching materials which embody and illustrate the new dimension desired.<sup>1</sup> For almost a hundred years, academic economics here and abroad, has tended to be a highly professionalized type of inquiry. Economists tended to write in terms understandable only to other economists; seldom to the general public. Even then learning had not been democratized sufficiently to insure widespread dissemination of economic theory and research. Oftentimes the language and concepts of the professional economists appeared to have little direct "practical" relevance for the actual behaviors of citizens engaged in subduing a wilderness, raising families on family-size farms, running a store or small business, or struggling to surmount the personal hazards of illness, unemployment, injury or old age. Seldom were the writings of the scholars brought together in a "general theory" of economic growth and welfare which had foundation in fact and experience, and was understandable to the ordinary citizen.

On the other hand, there has been more recently what might be described as a "flowering" of economic literature published by individual corporations, by trade associations, by trade unions, farm organizations and the like. Each year there is issued a veritable avalanche of publications: special studies, graphs, charts, wall-maps, cartoon stories, statistical compilations, promotional pamphlets, annual reports, film-strips, policy statements, fact and figure tables. Some of this material has focus and utility for the teacher or professor in many subjects and at many grade-levels.

<sup>1</sup> That this is true in the field of economic education was recognized early by the Joint Council on Economic Education, which was established in 1948 as a non-profit, educational organization to help improve economic understanding in schools and colleges.

In addition, the economics literature has been greatly enriched by a wide variety of research studies conducted by independent research organizations. Some of these are of concise character, specially designed for short-term purposes; others are elaborately designed projects stretching over several years of effort by professional staffs, and supported by foundation or other funds. The Brookings Institution, the Twentieth Century (Filene) Fund, the National Bureau of Economic Research, Resources for the Future, the National Manpower Council, the Rockefeller Foundation, the Sloan Foundation, the National Industrial Conference Board, the National Planning Association and many other organizations support and/or carry on such efforts at serious investigation on the economic frontiers. They represent a focus of scholarly analysis on broad economic issues and problems. The products of this sector of the economics literature constitute what might be called "bridges" for classroom use between economic analysis and alternative economic policies.

Another source of materials for economic education is the growing group of University Bureaus of Economic, Business and Social Research. As one of the Directors of such a Bureau recently said: "In general, the business of a Research Bureau of Business and Economics is economic education in its broadest sense." From these sources may come highly useful materials on the local or regional economy, as well as studies of national and international economic issues. Some of these Bureaus have begun to conduct research into economic education *per se*, or have designed a series of materials designed to help teachers and professors with the communication tasks.<sup>2</sup>

No discussion of the literature of the "common economics" would be complete, of course, without mention of the publications of the federal government and its related agencies. The Federal Reserve System, through its regional banks, maintains a constant flow of materials whose subjects range from money and banking through virtually all of the great economic issues facing a special region of the nation. The Bureau of Labor Statistics, the Department of Commerce, the Social Security Administration, the Joint Economic

<sup>2</sup> cf. *Bureau of Business and Economic Research State University of Iowa, Iowa City, Iowa, "Series in Economic Education" (6 titles), and "A Primer of Economics" (8 titles). See also *Bureau of Business and Economic Research, Georgia State College of Business Administration, Atlanta, Ga., "Probing Into the Economic Attitudes of College Students,"* by Willys R. Knight, Director.*

Committee of the Congress, as well as the President's Council of Economic Advisors—are but a few of the branches of government which supply free or inexpensive materials to schools and colleges. In many instances, these are specialized reports of government activities, but subjects covered also range across the spectrum of economic topics. Used as supplementary materials to a textbook, they can become invaluable additions to the teacher's resources.

A fourth source of materials is just beginning to appear on the educational horizon; namely, classroom teaching materials which have grown from day-to-day work of teachers and professors interested in developing economic understandings. The field work of the Joint Council on Economic Education is a case in point. Many college professors and public and private elementary and high school teachers across the country have been working with the JCEE since 1948 to develop practical resource units, enrichments of existing courses with economic understandings, community-study projects, conservation and resource-use activities and the like. What the JCEE has discovered is that the teaching of basic economic understandings is involved, one way or another, in virtually every classroom and in every subject at almost every grade level.

The virtue of these materials is that they have grown from the actual learning experiences of students. Sometimes these understandings can be developed directly in courses like the Social Studies, including History, Civics, Geography and Economics. At other times economic concepts and insights are used directly to bring depth and significance to other learning areas: Literature, Science, Mathematics, Guidance. Even in the primary school, economic competence is achieved through many kinds of activities such as: learning about the local community, studying ways of life in other cultures, as well as in units on transportation, family-life, store-keeping and banking.

The Joint Council on Economic Education is, itself, an educational institution which seeks to serve school systems, colleges and universities by working with individual instructors who are interested in bringing a new or extended dimension of economic comprehension to their own classes. One of the services performed by the JCEE is the publication of an annual bibliography in which some 250 titles are annotated and arranged under eighteen topic headings ranging from Agriculture and Economy, Business and Industry, Labor, Periodicals Useful to Teachers, Teaching Aids in Economic Education to Technology and

#### the Economy and United States Foreign Aid: Problems and Policies.<sup>3</sup>

The bibliography seeks to list those materials which appear to have maximum usefulness and relevance for teachers and professors engaged in teaching economic understandings. The intent is to invite the teacher's attention to free or inexpensive materials which, written with scholarly restraint and objectivity, present fresh outlooks, results of new research or new teaching approaches.

The use of multiple materials in the classroom, in addition to one or more textbooks, has many attractive features. Every alert teacher is constantly in search of high calibre materials to supplement and round out classroom learning experiences. He realizes, for example, that it often takes from five to ten years for much recent research and scholarship to find its way into the standard textbooks. One way to help close this "communication-gap" is to make use of selected materials of a pamphlet or research report in article form. One great advantage of multiple materials, of course, is their currency; their advantage in anticipating broad policy changes, and in keeping up with the healthy continuing debates over social problems and issues.

Another advantage of non-textbook materials is methodological. The use of supplementary materials increases the flexibility of teaching by helping enliven, motivate and direct student interests and energies. The exercise of critical analysis of a given pamphlet, for example, helps develop the skills of logical thinking. Identifying the basic assumptions used by an author; finding new or contradictory evidences from other sources; redefining problems or issues in light of new research findings—these and other basic skills are as essential to enlightened civic and economic competences as are the knowledges themselves.

Not least, the utilizing of current, multiple materials provides the teacher or professor with a way of tapping individual differences and special talents among his students. A term research paper, for instance, or a group study project, can be structured into a genuine "inquiry-situation" by the introduction of supplementary pamphlet materials, which sustain a conflict among themselves. This use of the controversial situation to stimulate learning, and tap latent individual interests, is well known and widely

<sup>3</sup> *An Annotated Bibliography of Materials in Economic Education*, the Joint Council on Economic Education, 2 West 46th Street, New York City, N.Y.: 1958. 41 p.

used by many instructors. It is aided by the broad range of special interest groups and other sources described above.

#### CIVIC EDUCATION AND ECONOMICS

Teaching for economic competence is a new frontier in civic education. It is based on the assumption that as science and technology have been incorporated into all phases of production, distribution and exchange—making the United States into a highly inter-related industrialized complex—no citizen can discharge his civic responsibilities without, at least, a modicum of basic economic understandings.

Economic understanding, however, is not simply another "subject-matter" area. It literally

permeates the academic curriculum. It is a *way of viewing* the social process in which all of us live. The direction of that process in the free type of society is uniquely held in the hands of the people comprising it—in the hands of a broadly constituted citizenry. It becomes essential, in this view, that all young people obtain at least a reasonably accurate acquaintance with the manner in which their economy operates. Its problems, the various policy alternatives, the likely consequences of making this or that decision—all are involved in the economic aspect of good citizenship. Only in some such fashion is it likely that the major mistakes of the past can be avoided, and sound economic pathways charted into an abundant and peaceful future.

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#### ZONAL CONCEPTS

*(Continued from page 70)*

America interferes with a normal latitudinal shifting of wind and storm belts, such as takes place along the subtropical west coast. The summer convectional storms and abundant rainfall in eastern North America are associated with the inflow of moist air from the warm Gulf Stream that parallels the subtropical east coast. The winter rainfall is chiefly associated with contrasting tropical and polar air masses.

The Gulf Stream and the monsoon tendency of air flow cause summer months at Washington to be warmer than at similar latitudinal location on the west coast. The winter monsoon tendency with its prevailing north and northwest winds along with the cold polar air masses cause lower winter temperatures along the east coast.

In contrast to the coastal location of Washington and San Francisco, Denver, Colorado, has an interior location at an altitude of 5,280 feet. Furthermore, Denver is located to the east of the western mountain systems and therefore is cut off from the moisture of the westerly winds. Denver has an average rainfall of 14 inches. A great percent of this falls during the summer and is related to the higher temperatures, greater specific humidity, and in blowing system of monsoonal winds in summer. In winter the low temperatures and the anticyclonic pressure condition are against an abundant condensation. Denver is colder in winter than the coastal cities. Although interior places usually have higher temperatures in summer than coastal areas, Denver's high elevation causes cool summer temperatures.

Next to the distribution of land and water, elevation above sea level probably is the most important control causing differences in climate in similar latitudes. Therefore in the mountains and plateaus of western United States an endless variety of local climates exist.

The large number of climatic controls produce highly irregular patterns of climates over the earth's surface. The values which are used in the definitions of these boundaries are based on temperature, on precipitation, or on combinations of these. This is not only because temperature and rainfall are among the most important climatic elements but also because these data are the only ones which are available for a large number of places. An analysis of a world climatic map will show that several climates extend for several hundred miles in a north-south direction rather than follow latitudinal zones in an east-west pattern.

Geographers and others are beginning to see that there is a logical and more or less symmetrical arrangement of climates on the earth, but that the order and symmetry are not susceptible to such rigid latitudinal measurement as the Greeks postulated. Areas with similar climates are found in widely separated parts of the earth, but often in corresponding continental as well as latitudinal locations. This frequent duplication of climatic types in closely corresponding position on the continents suggest that there is order and system in the origin and distribution of the climatic elements.

# Teaching the Lincoln Legend

Richard W. Lykes

ONE OF the most difficult problems faced by secondary school teachers of history is that of providing fresh, stimulating approaches to subject matter. Even though the teacher may believe quite sincerely that what he is teaching is the most fascinating story in the world it is often hard to project this idea across to the class.

The need for a new approach to the study of Lincoln is rendered more acute this year because of the celebration of the 150th year since his birth. It is likely to remain acute for several years to come as the Nation prepares to celebrate the 100th Anniversary of the Civil War which is so intimately associated with Lincoln. As we approach this Centennial year of 1961, it is probable that interest in the study of Lincoln will increase rather than lessen. Already a National Commission and several State Civil War commissions are at work planning celebrations and memorial programs. The secondary school teachers are certain to get involved to some extent, particularly those who teach the social studies.

What teacher of American history has not, sooner or later, been forced to face the question of how to infuse new life into the study of Abraham Lincoln? Lincoln is a most interesting subject but unfortunately for the secondary school teacher, the average youngster has learned just enough by the time he reaches high school to take a good part of the edge and zip from the story. He is certain to know, for example, that Lincoln was born in a log cabin (and an inferior one at that) in Kentucky, that he could outwrestle all the local toughs, that he engaged in a great debate with Douglas about something-or-other "which was important at the time," that he became President, and that he was shot by John Wilkes Booth. The same youngster has also,

quite probably, been given a liberal dose of Lincoln myths such as the Ann Rutledge story and the tale of his unhappy marriage. So the stimulation of newness and of novelty has been weakened or even lost. The teacher is left with the problem of developing in the class enough interest to stimulate the students to widen their knowledge.

There is no pat answer to the question of how one can infuse interest and life in an old story. There are too many variables involved: the personality and interests of the teacher; the composition of the class; the school locale; community attitudes; even such things as the size of the class, and the time of class meeting. But one idea can be suggested. This is to allow the pupils to teach themselves about Lincoln through a reading program followed by a discussion period or a guided work project. An adequate reading program will cast new light on an old story and will help sweep away the cobwebs of misconception.

An effective reading program about Lincoln is not the easiest type of program to develop. This is not because of a shortage of subject matter. Lincoln is one of the most written about people in all history. He has even outstripped Napoleon. Apparently anything which touched his life has been developed into a full-length book, or soon will be. There are volumes about his boyhood, his circuit-riding days, his Presidency, his love affairs, his family, his cabinet, his secretaries, his relations with the press, his Russian policies, and on and on.

It is precisely this abundance which makes a reading program about Lincoln so difficult to develop. How can a busy teacher sift out the *best* possible books and pamphlets about Abraham Lincoln for his class?

Six general rules may be used to select those books which are most appropriate to individual class needs. Actually, few books or pamphlets will live up to all six. However, the best books will meet the standards of at least four of the rules.

1. *Is the material contained in the book reliable and up-to-date?* The terms "reliable" and "up-to-date" are not synonymous. However, his-

The author, whose educational career has taken him from junior high school to University (Temple University and the University of Virginia) to his present work with the U. S. Office of Education, prepared this bibliography of recent Lincoln materials for the 150th anniversary of Abraham Lincoln's birth.

torical research, like most human endeavors, is constantly changing and evolving. In general, the more recent studies of Lincoln are more reliable than the earlier, nineteenth-century biographies, because the authors tend to be more objective and they have access to source materials previously unavailable. The book should contain the most current thought, the fruits of the latest research, if such research invalidates older material.

One of the most interesting examples of the effect of later research concerns the William Herndon biography of Lincoln. "Billy" Herndon was Lincoln's law partner for many years. He knew Lincoln well but his adulation for him led to unbalanced judgments, particularly against Mary Todd Lincoln. Many years later, Paul Angle, one of the most noted of modern Lincoln scholars, edited the work and brought balance and accuracy to it.

2. *Is the material at the proper age level?* Lincoln books range in difficulty of content from pre-school picture books to highly involved monographic studies. There are a large number of satisfactory books about Lincoln and the Civil War available on the secondary school level. For advanced students, and those with special interests, there is a wealth of challenging reading in the biographies written or edited by such scholars as Benjamin Thomas, Paul Angle, James Randall, Carl Sandburg, and Richard Current.

3. *Does it bear upon related matters in a satisfactory manner?* Lincoln biographies have often been the unfortunate victims of bias and distortion. This is largely because of the partisan nature of the war which occurred during his Presidency. Important events related to his career are often glossed over or unduly distorted and magnified. Some biographers take a jaundiced view of people close to Lincoln while others praise them to the sky. Of course, a completely balanced and impartial biography has never been written, although some of the recent books approach absolute objectivity. We must seek for the most impartial studies we can find. A good rule of thumb is to rely upon more recent biographies as much as possible, particularly those written during the past two or three decades. Excellent earlier biographies were written, of course, but they are more likely to be marked by partisan feeling.

4. *Does the material live up to today's high standards of visual attractiveness?* The size and shape of a volume, the color or colors of the binding, and the illustrations between the covers have a lot to do with determining the accepta-

bility of the book. Most of the newer books about Lincoln are attractive to the eye and many of them contain excellent reproductions of contemporary photographs and drawings.

In addition to biographies and general histories, there are many books specializing in visual materials which teachers might use in their instruction. A large number of excellent picture histories are available today. Particularly valuable to the teacher is the photographic life of Lincoln prepared by Stefan Lorant which appeared in 1941 and was republished in an enlarged edition in 1958. Biographies of Mathew Brady, the noted Civil War photographer, prepared respectively by James Horan and Roy Meredith are also worth considering for classroom use. The ten volume *Photographic History of the Civil War* has recently been reissued and will provide an almost limitless source of picture material relating to events in which Lincoln was either directly, or indirectly, involved.

5. *Can the material be used to develop special projects or exercises?* The story of Abraham Lincoln takes on added interest when it can be expanded into some sort of a project or exercise by the class working as a whole or in smaller groups. For example, a book dealing with Lincoln's family might serve as the stimulus for a project involving a picture album of the wives and children of Presidents. It could also be the incentive for the preparation of a series of themes on the later lives of the children of Presidents. One of the many questions the class might like to consider is this: what happened to Robert Todd Lincoln after the assassination of his father?

Another project, based upon a study of Lincoln's relations with his generals, would be the collection of photographs and drawings of Union and Confederate generals, battle maps, or engravings of battle scenes from the Civil War. Or the class could write and produce a play or pageant drawing upon material found in the better biographies of Lincoln. Much of the Lincoln literature is capable of being expanded into a special project of some sort.

6. *Most important, does the book harmonize with the course objectives?* If the intent of the course is to present objective and balanced history then a scholarly biography which presents Lincoln in relation to his age should be used. If the stress is on literature, then a "literary biography" such as that written by Sandburg, or perhaps a play or novel, is desired. In general, any biography that debunks or eulogizes will

have a harmful effect because it will distort the truth. The selection of Lincoln literature will depend upon whether the teacher wants to place the major emphasis on the teaching of history, the development of interest and preparation of a project, or some other objective.

The following bibliography on Lincoln and special aspects of his life has been culled from an enormous literature. It does not pretend to be a list of the best books available but each title does qualify in most of the criteria which have just been discussed. Furthermore, most of these books are readily available in school and public libraries.

#### LINCOLN BIOGRAPHIES

Angle, Paul M. *The Lincoln Reader*. New Brunswick: Rutgers University Press, 1947. (Selections from many biographies. Excellent bibliography.)

Angle, Paul M., and Miers, Earl Schenck, editor. *The Living Lincoln*. New Brunswick: Rutgers University Press, 1955. (Biography based upon his own writings.)

Appleman, Roy E., editor. *Abraham Lincoln from His Own Words and Contemporary Accounts*. Washington: Government Printing Office, 1942. (A small, inexpensive paperback with good illustrations.)

Basler, Roy P., editor. *Abraham Lincoln: His Speeches and Writings*. Cleveland: The World Publishing Company, 1946. (Perhaps the best one-volume collection of his writings available.)

Current, Richard N. *The Lincoln Nobody Knows*. New York: McGraw-Hill Book Company, 1958. (A study of various questions raised in Lincoln biographies.)

Daugherty, James H. *Abraham Lincoln*. New York: The Viking Press, 1943. (For younger readers.)

Foster, Genevieve. *Abraham Lincoln*. New York: Charles Scribner's Sons, 1950. (For younger readers.)

Gorham, Michael. *The Real Book About Abraham Lincoln*. New York: Garden City Publishing Company, 1951. (A good introductory book.)

Lorant, Stefan. *The Life of Abraham Lincoln*. New York: New American Library of World Literature, 1955. (A good brief paperback book.)

Ludwig, Emil. *Abraham Lincoln*. New York: Fawcett Publications, 1956. (A paperback reprint of an earlier work which is still of value.)

Mitgang, Herbert, editor. *Lincoln as They Saw Him*. New York: Rinehart and Company, 1956. (A biography based upon the views of Lincoln's contemporaries.)

North, Sterling. *Abe Lincoln: Log Cabin to White House*. New York: Random House, 1956. (For younger readers.)

Sandburg, Carl. *Abraham Lincoln, The Prairie Years*, 2 volumes; *The War Years*, 4 volumes. New York: Harcourt, Brace and Company, 1926, 1939. (This is a long work which should be read in its entirety. If time does not permit this, selected passages relating to Lincoln's life can be read. A one volume edition, abridged from this work, was published in 1954.)

Sandburg, Carl. *Abe Lincoln Grows Up*. New York: Harcourt, Brace and Company, 1940. (For younger readers.)

Thomas, Benjamin P. *Abraham Lincoln*. New York: Alfred A. Knopf, 1952. (One of the best single volume biographies available.)

American Heritage Editors. *The American Heritage Book of Great Historic Places*. New York: American Heritage Publishing Company in cooperation with Simon and Schuster, Inc., 1957. (Article and pictures about the "Land of Lincoln" in Illinois.)

Angle, Paul M. "Here I Have Lived": *A History of Lincoln's Springfield, 1821-1865*. Springfield, Ill.: Abraham Lincoln Association, 1933.

Ballard, Colin R. *The Military Genius of Abraham Lincoln*. New York: World Publishing Company, 1952. (Study of Lincoln as a strategist.)

Baringer, William E. *Lincoln's Vandalia: A Pioneer Portrait*. New Brunswick: Rutgers University Press, 1949. (A study of a town associated with Lincoln prior to his election to the Presidency.)

Bishop, James A. *The Day Lincoln Was Shot*. New York: Harper and Brothers, 1955. (An hour-by-hour account of the Fourteenth of April, 1865 and of the events that transpired in the lives of those involved in the assassination.)

Brooks, Noah. *Washington in Lincoln's Time*. New York: Rinehart and Company, 1958. (A carefully prepared new edition of an older work. Noah Brooks was a personal friend of Lincoln's.)

Canby, Courtlandt, editor. *Lincoln and the Civil War: A Profile and A History*. New York: Dell Publishing Company, 1958. (A good paperback on Lincoln and the Civil War.)

Carruthers, Olive. *Lincoln's Other Mary*. Chicago: Ziff-Davis Publishing Company, 1946. (An account of Lincoln's love affair with Mary Owen which occurred before he met Mary Todd.)

Donald, David H., editor. *Inside Lincoln's Cabinet*. Toronto: Longmans, 1954. (The edited diaries of Lincoln's Secretary of the Treasury, Salmon P. Chase. For advanced students.)

Eisenschiml, Otto. *Why Was Lincoln Murdered?* New York: Grosset and Dunlap, 1939. (Discusses unsolved questions of the assassination. Recently reissued as a paperback.)

Kelly, R. Z. *Lincoln and Douglas: The Years of Decision*. New York: Random House, 1954. (Discusses the troubled years before the war. Recommended for advanced students.)

Lewis, Lloyd. *Myths After Lincoln*. New York: Harcourt, Brace and Company, 1929. (Well written book about many of the mysteries which have been associated with Lincoln.)

Lorant, Stefan. *The Presidency*. New York: The Macmillan Company, 1953. (Covers the elections of 1860 and 1864.)

McClure, Stanley W. *The Lincoln Museum and the House Where Lincoln Died*. Washington: Government Printing Office, 1956. (Brief paperback pamphlet about the Ford Theater and the house where the stricken President was taken.)

Milton, George F. *Abraham Lincoln and the Fifth Column*. New York: Vanguard Press, Inc., 1942. (Tells the story of Lincoln and pro-Confederate groups in the Union.)

Randall, James G. *Lincoln the President* (4 volumes. Last volume finished by Richard Current). New York: Dodd, Mead and Company, 1945-55. (Recommended for advanced students. Abridged in one volume in 1957 under title of *Mr. Lincoln*.)

#### SPECIAL ASPECTS OF LINCOLN'S LIFE

Randall, Ruth Painter. *The Courtship of Mr. Lincoln*. Boston: Little, Brown and Company, 1957. (The story of his love affair with Mary Todd.)

Stephenson, Nathaniel. *Abraham Lincoln and the Union*. New Haven: Yale University Press, 1918. (An older study but still valuable for its brief picture of the Civil War era.)

Thomas, Benjamin P. *Lincoln's New Salem*. Springfield, Ill.: Abraham Lincoln Association, 1956. (Lincoln's first home in Illinois.)

Wilson, William E. *Abe Lincoln of Pigeon Creek*. New York: McGraw-Hill Book Company, 1949. (For younger readers.)

#### PICTURE BOOKS ABOUT LINCOLN AND THE CIVIL WAR

Adams, James Truslow, editor-in-chief. *Album of American History, 1853-1893*. New York: Charles Scribner's Sons, 1946. (Good on social aspects of life during the war period.)

Buchanan, Lamont. *A Pictorial History of the Confederacy*. New York: Crown Publishing Company, 1951. (Good pictures but indifferent text.)

Donald, David. *Divided We Fought*. New York: Macmillan Company, 1956. (Excellent pictures and text on the Civil War.)

Horan, James D. *Mathew Brady, Historian With a Camera*. New York: Crown Publishing Company, 1955. (Many interesting pictures of the Civil War era.)

Lorant, Stefan. *Lincoln, A Picture Story of His Life*. New York: Harper and Brothers, 1958. (Excellent pictures and text on Lincoln.)

Meredith, Roy. *The American Wars, 1755-1953*. Cleveland: World Publishing Company, 1957. (Includes some interesting Civil War pictures.)

Meredith, Roy. *Mr. Lincoln's Camera Man*. New York: Charles Scribner's Sons, 1946. (A biography of Mathew Brady with excellent photographs.)

Meredith, Roy. *Mr. Lincoln's Contemporaries: An Album of Portraits by Mathew B. Brady*. New York: Charles Scribner's Sons, 1951. (Photographs of prominent Civil War leaders.)

Miller, Francis T., editor. *The Photographic History of the Civil War*. New York: Thomas Yoseloff, Inc., 1957. (The famous 10 volume work republished complete in 5 volumes.)

Pratt, Fletcher. *The Civil War in Pictures*. New York: Henry Holt and Company, 1955. (Contemporary engravings of the Civil War era together with good text material. A less expensive reprint of this volume is also available.)

Wilson, Rufus R. *Lincoln in Caricature*. New York: Horizon Press, 1953. (Collection of more than 150 Civil War cartoons of Lincoln.)

#### PEOPLE AROUND LINCOLN

Korngold, Ralph. *Two Friends of Man: The Story of William Lloyd Garrison and Wendell Phillips and Their Relationship with Abraham Lincoln*. Boston: Little, Brown and Company, 1950. (Story of two important reformers.)

Nicolay, Helen. *Lincoln's Secretary*. New York: Longmans, Green and Company, 1949. (Biography of John G. Nicolay, Secretary to President Lincoln.)

Pratt, Fletcher. *Stanton, Lincoln's Secretary of War*. New York: W. W. Norton, 1953. (Biography of a very unusual person.)

Randall, Ruth Painter. *Lincoln's Sons*. Boston: Little Brown and Company, 1956. (The story of the Lincoln children.)

Randall, Ruth Painter. *Mary Lincoln: Biography of a Marriage*. Boston: Little, Brown and Company, 1953. (A sympathetic biography of Mary Todd Lincoln.)

West, Richard S. *Gideon Welles: Lincoln's Navy Department*. Indianapolis: Bobbs-Merrill Company, 1943. (Biography of Lincoln's Secretary of the Navy.)

Williams, Kenneth P. *Lincoln Finds a General: A Military Study of the Civil War*, 4 volumes. New York: The Macmillan Company, 1949-1956. (Detailed military history for advanced students.)

Williams, T. Harry. *Lincoln and His Generals*. New York: Alfred A. Knopf, 1952. (Excellent account of Lincoln's relations with his generals.)

#### LINCOLN IN POETRY, NOVELS, AND PLAYS

Andrews, Mary R. *The Perfect Tribute*. New York: Charles Scribner's Sons, 1956. (This is a near-classic short story about Lincoln and a wounded soldier in Washington.)

Benet, Stephen Vincent. *John Brown's Body*. (This epic poem has appeared in many editions. It is recommended for advanced students.)

Drinkwater, John. *Abraham Lincoln*. Boston: Houghton, Mifflin Company, 1927. (An excellent play.)

Hubbard, Eleanor. "A Little Life of Lincoln," 4-act play from *Little American History Plays for Little Americans*. Chicago: B. H. Sanborn and Company, 1947. (For younger readers.)

Matthews, Brander, editor. *Poems of American Patriotism*. New York: Charles Scribner's Sons, 1922. (Contains several excellent poems relating to Lincoln and the Civil War.)

Miller, Helen Louise. "Lincoln's Cupboard" and "Lincoln's Birthday" from *Prize Plays for Teenagers*. Boston: Plays, Inc., 1956. (Royalty-free plays for school use.)

Sherwood, Robert E. *Abe Lincoln in Illinois*. New York: Charles Scribner's Sons, 1959. (A superior play which deals with Lincoln's early life.)

Stone, Irving. *Love is Eternal*. New York: Doubleday and Company, 1954. (An excellent novel based on the married life of Mary and Abraham Lincoln. Also available in an inexpensive paperback edition.)

The world has never had a good definition of liberty, and the American people, just now, are much in need of one. We all declare for liberty but in using the same word we do not all mean the same thing.

—ABRAHAM LINCOLN.

# Notes and News

Merrill F. Hartshorn

## NCSS Annual Business Meeting

The Annual Business Meeting of the National Council for the Social Studies was held November 28, 1958, during the 38th Annual Meeting of the Council in San Francisco. President Allen presided at the session. Following is a summary report of the discussion and action on agenda items:

**I. Report of the Executive Secretary:** The Executive Secretary reported that the Council was in a satisfactory condition as of October 31, 1958, with a cash operating balance of \$26,480.65. The balance at the end of this year is \$6,497.75 less than a year ago at this time. This decrease is due largely to added salary expenses for new personnel in the headquarters office and some increase in expenditures for publications. The cash balance at this time of year should be at a high point for the year as it includes heavy fall receipts from memberships which have to be serviced for the remainder of the year.

This past year membership income amounted to \$42,867.28 and this is \$7,694.46 more than in the previous year. This increase is the result of two factors. First, this is the first full year we have operated under the present schedule of dues and \$3,493 of this increase comes from increase in dues alone. Second, another \$895 of the increase came from student memberships, leaving a balance of \$3,206.46 as a gain in regular membership income for the year. This past year 6,866 paid memberships were received compared with 6,146 for the previous year. Publications sales this year amounted to \$33,856.79 and this reflects a substantial gain over the previous year's sales when income from this source was \$24,000.32. This gain in publication sales was realized because of a broader offering of publications available for sale and more work and funds expended on the promotion of publication sales. It is hoped that in the coming year further increases in income will result both from membership and publication sales.

While our cash position is satisfactory for carrying on our regular operations for the year, it is not sufficient to permit any great expansion of activities or to initiate major new projects.

Hence, we face a real problem of raising additional funds to develop new projects which must be carried forward if we are to meet the needs of the times. We are in a crucial period of our development, both so far as the Council is concerned and so far as the profession is concerned, and we need to expand our activities to meet the challenge of the times. One major activity which is being developed is the work of the National Commission on the Social Studies. This Commission was authorized by the NCSS Board of Directors at its meeting in Pittsburgh in November 1957 and during the past year the Commission prepared a report that was presented at San Francisco. This report calls for an extensive long-range study of the social studies curriculum at all grade levels, and substantial funds will have to be raised to carry on the work proposed. This is but one example that indicates the need for securing funds to carry on needed projects.

During the past year the Council's program was greatly enriched by a member of projects financed by grants of funds. The project "Improving the Teaching of World Affairs" which has a budget of \$15,000 per year, and which is now in the second year of its three-year program, will produce results that will be shared with the entire NCSS membership. This project is supported entirely with funds from outside regular NCSS income. The "Newspaper-Education Workshops," the Washington Seminar on "U. S. Government in Action," the "Conference on Teaching about Latin America in the Schools of the United States," and "Social Studies and Science Workshop" are other projects carried on during the past year that were financed by special grants of funds. A brief description of these projects may be found on pages 291-92 in the October 1958 issue of *Social Education*. In addition to these projects two enlarged issues of *Social Education* were produced during the past year and the expense of the added pages was covered by special grants of funds. The April 1958 issue of *Social Education* was a special issue on the U.S.S.R. with 32 extra pages, and the November 1958 issue featured Latin America with 16 additional pages. All of these are activities

from which NCSS members benefit, but which are financed from outside sources. Hence these projects constitute a very real extra dividend to members. It is hoped that further activities of this kind can be developed in the future. A further enlarged membership helps the NCSS in securing such special grants of funds for projects that aid and strengthen our profession. All members are urged not only to renew their own memberships, but to urge their colleagues to join so that such work can be carried forward.

During the past year the work of strengthening relationships with state and local councils moved ahead with some gratifying results. This area of cooperation with affiliated councils still offers opportunities of benefit to all and there will be a continued emphasis on this work in the year ahead. Officers of affiliated councils are urged to let us know of ways we can better work together. We need to strengthen membership participation in Council work in any way possible and much more can be done through affiliated councils.

Kansas City was announced as the place for the 1959 Annual Meeting of the NCSS. The dates for this meeting are November 25-28. The House of Delegates will meet on November 25. Headquarters for the meeting will be the Muehlebach Hotel. Social studies teachers should put these dates on their calendars now. Future Annual Meetings will be in Boston 1960, Chicago 1961, and Philadelphia 1962.

The Executive Secretary expressed his particular thanks to members of the various NCSS committees and to the officers of the NCSS who have contributed so much to the work of the Council. These groups are the main bloodstream of the Council and without the unselfish work of the people serving the NCSS our program would be weakened to the point where we would no longer exist. Special thanks were extended to the members of the San Francisco Local Arrangements Committee headed by James Donohue and to the other teachers who contributed so much to the success of this year's Annual Meeting.

#### *II. Report of the Editor of Social Education:*

In the few moments available to him, the editor pointed out that his report had already reached every member of the Council in the form of eight issues of the journal. He reminded the Council membership that editors of special departments and authors of articles contribute freely of their time and energy, and he urged readers to make every effort to give the contributors the benefit of their reactions.

**III. Report from the House of Delegates:** This report, along with comments on the action of the Board of Directors on suggestions received from the House of Delegates will appear in the next issue of *Social Education*. At this time the full report from the House of Delegates has not been received and it is not due in NCSS headquarters until the end of December.

**IV. Election of Officers for 1959:** Julian Aldrich, chairman of the Nominating Committee, presented the committee's report. (See October issue of *Social Education* for the complete personnel of the Committee.) Nominations were called for from the floor and as there were no additional nominations, the slate proposed by the Nominating Committee was voted on by the membership present at the business meeting. The President-Elect automatically moves up to the office of President. The officers elected for 1959 are as follows:

**President:** Howard M. Cummings, Office of Education, Department of Health, Education and Welfare, Washington 25, D.C.

**President-Elect:** Eunice Johns, Director of Social Studies, Wilmington (Delaware) Public Schools.

**Vice-President:** Emlyn D. Jones, Supervisor of Social Studies, Seattle (Washington) Public Schools.

**Board of Directors** for a three-year term:  
Shirley Engle, School of Education, Indiana University, Bloomington.

Jean Fair, Wayne State University, Detroit, Michigan.

Elmer Pfleiger, Supervisor of Social Studies, Detroit (Michigan) Public Schools.

#### **V. Resolutions:** Two resolutions were passed:

1. The leading powers of today's world have been so pre-occupied with the perfecting of weapons of mass destruction, the delivery of these weapons to distant targets, and with plans for massive retaliation, that the agencies or disciplines concerned with survival have been largely ignored.

Since the federal government has become the active agency for sponsoring and supporting study and research in such disciplines as the sciences, mathematics, and foreign languages, it is reasonable for it to become the agency through which the American people can find, develop, organize, and learn better ways of living with the people of the world and of attaining the ideals of our own free society.

Therefore, the National Council for the So-

cial Studies urges that the Congress of the United States appropriate funds to be used to improve the teaching of the social sciences and the humanities in American schools. These funds should be made available without delay.

2. The members of the National Council for the Social Studies wish to express their appreciation to the many people who are making the San Francisco convention such a memorable one. We thank the members of the San Francisco Council of Social Studies Teachers, the World Affairs Council, the Social Studies Council of Northern California, the Oakland Council of Social Studies Teachers, and the Oakland Public Schools. To certain individuals we are especially indebted: Harold Spears, Superintendent of schools of San Francisco, the administrative staff and other personnel of the schools; James K. Donohue, general chairman of local arrangements; and the chairmen of the following committees: Robert Daw, School Visits Committee; Gene McCreary, Registration Committee; John Cleary, Souvenirs Committee; Frank Driscoll, Special Tours Committee; Mary Ditto, Ticket Sales Committee; Theodore Treutlein, Learned Societies Committee; Lloyd Bevans, Publicity Committee; Esther Alpers, Reception Committee; Dwight Allen, Exhibits Committee; Ted Samuel, Banquet Committee; Margery Levy, Hospitality Committee; Malcolm Mitchell, Membership Committee; and the many members of these committees who have done the extensive and demanding work necessary in planning and executing such an enjoyable and productive convention. We thank also the exhibitors, the cooperating members of the Chamber of Commerce, and the management of the Sheraton-Palace Hotel for their contributions to the 1958 convention.

### McKeesport

The McKeesport Council for the Social Studies (Pa.) has planned to sponsor the organization of a McKeesport Historical Association. It is also planning a curriculum study of the social studies in the McKeesport school system. It is projected to cover the work of grades four through twelve. Another activity which the members of the McKeesport Council have undertaken is the compilation of a list of colleges and universities which offer summer institutes and scholarships for teachers.

The McKeesport Council is also planning to publish a newspaper to be issued three times a year with Alan Rubenstein of Forward High School serving as editor. Lucille Newhouse.

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### National Library Week

National Library Week is scheduled for April 12-18. Sponsored by the American Library Association and the National Book Committee, Inc., the theme of the program is "For a Better-Read, Better-Informed America." Social Studies teachers will find this an opportunity to stimulate their pupils to read more widely. An organization handbook for community activities to celebrate National Library Week may be secured by addressing an inquiry to National Library Week, 24 West 40 Street, New York 18, N. Y.

### Connecticut

The Connecticut Council for the Social Studies held meetings October 24 in Storrs at the University of Connecticut and in Bridgeport. At the Storrs meeting Elmer Schattschneider, professor of government at Wesleyan University, discussed "Teaching Politics." Co-chairmen of this meeting were Philmore B. Wass and Urbane O. Hennen.

The Bridgeport meeting featured a member of the editorial staff of *The New York Times*. Co-chairmen for this meeting were Bernard Marlin and Alan C. Harper. Harold Gore.

# Pamphlets and Government Publications

Manson Van B. Jennings

Educational journals and bulletins often devote space to a review of new pamphlet materials, thus facilitating the task of keeping up to date on new releases. But it is not so simple to find sources that cite the better materials available, whether old or new, on specific subjects. To meet this need, the Division of Surveys and Field Services of the George Peabody College for Teachers (Nashville 4, Tenn.) has for many years been publishing *Free and Inexpensive Learning Materials* which is kept up to date by frequent revision. The ninth edition (1959. 256 p. \$1.50) contains 4018 entries, 34 per cent of which are revised or new entries, while 776 titles from the last edition have been dropped because they were out of print, out of date, or in short supply. Entries are classified under about 300 common subject headings with extensive cross references, are well annotated, and are included only after they have been evaluated as to content, timeliness, bias, and format. Few titles cost more than 50 cents, and many are free. This booklet continues to be one of the best single sources for helping teachers build pamphlet collections and should prove to be worth many times its actual price.

## Government Publications

Any one interested in keeping up to date on the better publications of the United States Government would be well advised to write the Superintendent of Documents of the United States Government Printing Office (Washington 25) and ask to have his name placed on the free mailing list for *Selected United States Government Publications*, a biweekly leaflet and order blank that describes the more popular titles that are available for general sale from the GPO. Except for this leaflet and the numerous price lists of government publications, no free materials are available from the GPO, though some government publications are available without charge from the various departments or agencies of the government. Materials ordered from the GPO can be paid for by check or money order,

or by sending five-cent GPO coupons which can be purchased in advance from the GPO.

We are a bit tardy in reporting the availability of the 1958-59 edition of the *United States Government Organization Manual* (Government Printing Office, Washington 25: 791 p. \$1.50), but feel that its value is such that it should not be overlooked until the next annual edition is released. The *Manual* is the official handbook of the federal government. It contains sections describing the creation, organization, and functions of the agencies in the various branches of government. It also includes brief descriptions of quasi-official agencies and selected international organizations; approximately 40 charts showing the organization of the government, the Congress, the departments, and major independent agencies; a list of several hundred representative publications showing the types of published material available from government agencies; and many other items of useful information. This reference should be in all classrooms in which American history or current problems courses are taught.

*Developing America's Resources Base* (Government Printing Office, Washington 25: 44 p. 35 cents) is an illustrated, highly readable report of the Secretary of the Interior concerning the development of our country's natural resources: minerals and fuels, water power, public lands, fish and wildlife, and national parks. The central theme of this report is the realization that a growing population is pressing increasingly upon our resources, thus requiring careful development of our natural resource base if we are to meet the growing demands of today's citizens and pass along our resource heritage to generations of unborn Americans.

*United States Immigration Laws: General Information* (Government Printing Office, Washington 25: 25 p. 15 cents) reviews the current status of our immigration and naturalization laws, and suggests sources of further information on the subject.

The Public Information Office of the United

States Civil Service Commission, feeling that the public in general and young people in particular know all too little of the work of, and opportunity for careers in, the Federal civil service, has prepared a secondary-school unit on the *Civil Service and the Citizen* (Government Printing Office, Washington 25: 38 p. 35 cents). This well illustrated, slick-paper booklet is not just a recruitment or career-guidance publication. It is intended to give students an understanding and appreciation of the place of the merit system in our heritage; it stresses the history of the civil service, the role of the merit system, and the part civil servants play in our representative government. It presents in a factual and easy-to-understand way the information about government that young Americans should have to equip them as responsible citizens. Questions for discussion are included in most chapters, while the appendix provides a teacher's guide to related study projects.

*The United States Secret Service, What It Is, What It Does* (Government Printing Office, Washington 25: 30 p. 20 cents) presents a brief history of the Secret Service and describes its duties and functions. Separate sections deal with protecting the President, and suppressing counterfeiting and forgery; a final section outlines the qualifications for appointment to the Secret Service.

*Conservation Experiences for Children* (Government Printing Office, Washington 25: 192 p. 75 cents) is a source of good practices and information for elementary-school teachers and supervisors, and contains a compilation of curriculum experiences which boys and girls may have with natural resources. The ideas and information included in this manual were derived from widespread study and countless interviews with those concerned with conservation education in all major geographic regions of the United States.

*Help for Handicapped Women* (Government Printing Office, Washington 25: 52 p. 40 cents) is a publication of the Women's Bureau of the United States Department of Labor and explains the importance to women of present-day rehabilitation programs, particularly the State-Federal program of vocational rehabilitation.

The State Department's *Facts About Foreign Trade* (Government Printing Office, Washington 25: 17 p. 15 cents) reduces the complexities of foreign trade to eight graphs that show at a glance the role that foreign trade is playing in our economy.

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### Miscellaneous Materials

*Desegregation: Some Propositions and Research Suggestions* (Anti-Defamation League of B'nai B'rith, 515 Madison Ave., New York 22: 128 p. \$2) is a scholarly treatise that "attempts to summarize existing social science knowledge relevant to desegregation as a social process and to indicate briefly the implications of such knowledge for the actual course of desegregation . . . various approaches for research on desegregation are appraised. Finally, a series of specific hypotheses are suggested together with examples of possible research projects."

*Adventures of the Inquiring Mind* (Public Relations Staff, General Motors, Detroit 2, Mich.: 62 p. free) tells the story of many of the men of General Motors whose inquiring minds have launched significant scientific and technological developments. Included in this booklet are accounts of the development of the diesel locomotive, the Frigidaire, Ethyl gasoline, and jet engines. This pamphlet is readable and interesting, and leaves the reader with an impression of the vastness of the activities and interests of this modern industrial giant which most of us associate solely with the production of automobiles.

# Sight and Sound in Social Studies

William H. Hartley

## Film of the Month

*The Vikings and Their Explorations.* 10 minutes; sale: black-and-white, \$55; color, \$100. Coronet Films, Coronet Building, Chicago 1.

Pupils in upper elementary and secondary schools will find this film a pleasant balance of facts, figures, and adventurous action. Through costumed dramatization and authentic Viking artifacts, significant aspects of Norse culture are traced. Home life, manners and dress, religion, and the telling of sagas are made real, alive, and vital. The various voyages, raids, and settlements are traced, culminating in Leif Ericson's discovery of the North American continent nearly 500 years before the voyage of Columbus.

The film introduces us to the Norsemen through historic remains including a status, runic stone, and a ship model. A map, with dramatic sweep arrows shows the general area of Norse explorations and also locates their homeland. The first live action shows us modern Scandinavians, the descendants of the Norsemen, participating in vigorous sports. Closeups of young men and women show us the appearance of modern Norsemen. The scene then jumps back into the past to the interior of a Norse home in the tenth century. A family is seen enjoying a meal of buttermilk, bread and cheese, and fish. The point is made that the sea played a great part in Norse life. Effective airplane shots show us the fiords and the forests which were the environment of the vigorous Vikings.

A live sequence filled with dramatic shots takes the audience on a Viking raid. The boat with its carved prow, long oars, and square sails makes out to sea. After a perilous voyage the Vikings land on a foreign shore, murder, loot, and take captives to be sold into slavery. Maps then tell the stories of similar raids on Ireland in 795, across Russia in 862, on France in 900. Settlements are shown being made on the Isle of Man, in the section of England which became known as Danelaw, and in Novgorod, Kiev, and along the Black Sea. In the latter settlements they became known as the Rus tribes. Perhaps the most significant settlement was made in France in the section known as Normandy. It was from this settlement that William the Conqueror invaded

England in 1066. The story of this invasion is shown by scenes from an ancient tapestry.

The final sequence shows us pagan religious carvings, and examples of jewelry, wood carvings, earthenware, tools and weapons. We see an old man telling a young boy one of the sagas—the story of Leif Ericson. As the old man speaks scenes of the voyage of "Leif the Lucky" are shown in live action.

This film was produced with the collaboration of Professor Ralph W. Cordier of the State Teachers College at Indiana, Pennsylvania. He helped to produce a first-rate teaching film. The print we saw was in color and it was excellently photographed and edited. It is a pleasure to recommend a film which lends itself to the educative process as well as this one does.

## Bonus

*Twenty-Four Hours in Tyrantland.* 30 minutes; free loan. Produced by the U. S. Treasury Department with the cooperation of the AFL-CIO. Prints are available free from state offices, U. S. Savings Bond Division, or for \$1 per day from AFL-CIO Film Division, 815 16th St., N.W., Washington 6, D.C.

We include this month by way of a bonus a review of a second film which will make a valuable addition to your assembly program, or to your civics or problems of democracy classes. It is a stimulating, interest-establishing discussion of the values of the democratic way of life enacted by the cast of the popular TV series, "Father Knows Best." AFL-CIO President George Meaney appears at the end of the film to give support for the Savings Bond Program.

The film opens as "Father" comes home for dinner and announces to the family that he has been asked to act as chairman of the "Share-in-America Savings Bond Campaign" for their town. But he wants his family's support in the program before he takes the job.

The children are reluctant, but Father works out a bet. Beginning that night, and for 24 hours, they will live under a mock dictatorship, in which the children are pawns of the state—their parents. They are put through a stiff routine of household chores, inspection and long hours.

Their desire to win the bet keeps them from giving up until the very end. But when they do, they say they have a better understanding of freedom and the privileges that are a part of our democratic way. Once they understand, they are willing to help and they admit that "Father Knows Best."

### Motion Pictures

AFL-CIO Film Division, 815 16th St., N.W., Washington 6, D.C.

*We The People.* 14 minutes; color; rental, apply. Discusses the subject of "right-to-work" legislation. Specific questions about "right-to-work" and unions come up in the film when at a town meeting a union leader is questioned by a housewife, a farmer, and a businessman: The film calls for action against all moves to get "right-to-work" laws passed.

*What About Automation?* 18 minutes; rental, \$2.50. The film opens with Walter Reuther, president of the United Automobile Workers of America, testifying before the Senate Subcommittee on anti-trust and monopoly. The Senator's questions and Reuther's answers are emphasized for the audience with actual scenes of automobile production in the 'twenties and now in the fully automated Ford engine plant near Cleveland. The combination of the exchange between Reuther and the Senator with factory scenes as a backdrop gives this film a special flow.

Atlantis Production, Inc., 7967 Sunset Blvd., Hollywood 46, California.

*Tibetan Traders.* 22 minutes; sale; black-and-white, \$120; color, \$200. The intimate daily life of a tribal family woven into the fabric of an epic journey by semi-nomadic Tibetans searching for trade in the heartland of Asia.

*Himalaya—Life on the Roof of the World.* 22 minutes; sale; black-and-white, \$120; color, \$200. A comprehensive and incisive film about the world's loftiest mountain. Pictures it as the meeting ground of diverse peoples and cultures. Relates the area to the strategic importance of Asia, its geography and economy.

*Problems of the Middle East.* 20 minutes; sale; black-and-white, \$120; color, \$200. A timely and significant film on current disputes and problems arising over oil, refugees, and boundaries. Emphasizes basic and enduring factors of Middle Eastern geography, anthropology, religion, history, and economics.

Delta Film Productions, Inc. 7238 W. Touhy Ave., Chicago 48.

*Exploring by Satellite.* 28 minutes; sale; black-and-white, \$120; color, \$240. Documentary treatment using actual footage from Cape Canaveral, Florida. Shows satellite construction, testing, launching, tracking and reception of data. Actual sound of countdown and launching add dramatic impact and interest. Graphic animation illustrates basic laws of the universe and physical laws that control orbit. Reveals scientific knowledge obtained by satellite exploration.

International Film Bureau, Inc., 57 East Jackson Blvd., Chicago 4.

*Japan.* 25 minutes; color; rental, apply. A Julian Bryan

film showing the major aspects of Japanese social and economic life today. Agriculture, fishing, light industry, and heavy industry are well covered. Many intimate details are given of Japanese family life within the house; a family party, cooking, house cleaning, and a serious discussion with the neighbors about a new tractor.

*Russia.* 25 minutes; color; rental, apply. After a brief historical background, the film explores the conditions and problems of religion, farming, labor and industry, housing and consumer goods, education, science and politics in Soviet Russia today. The results of government control of life, and the ultimate goals and methods of the Soviets are discussed, as is the imposition of a rigid system on the mass of the Russian people. Particular emphasis is placed on Soviet science and education and the preparation of individuals for a particular place in the machinery of a controlled society.

### Filmstrips

The Jam Handy Organization, 2821 East Grand Blvd., Detroit 11, Michigan.

*Australia, Indonesia, and The Philippines.* Set of 7 filmstrips in color. Sale, \$36.50 per set, or \$5.75 each. Titles are "Australia—City Life," "Australia—Ranching," "Australia—Farming and Mining," "Indonesia—Village and City Life," "Indonesia—Products, Customs and Arts," "The Philippines—Village and City Life," "The Philippines—Farming and Natural Resources."

Visual Education Consultants, Inc. 2066 Helena St., Madison 4, Wisconsin.

*The Department of State.* Sale, \$3.75. Explains the objectives and functions of the United States Department of State, and extends student understanding of the Executive Branch of our government.

*Germany Today.* Sale, \$3.50. Discusses divided Germany, with special emphasis on the German Federal Republic. Traces the development of the West German government until it became a sovereign nation, a member of NATO, and a part of the Common Market.

*The Growth of a Harbor.* Sale, \$3.50. Using Milwaukee's port as an illustration, this filmstrip discusses the harbor and its trade from the days of the early schooners to the present ocean-going vessels. Contrasts ship loading and unloading in the early days and now.

### The Educational Film Guide

Without question, the best general guide to motion pictures for use in schools is *The Educational Film Guide* published by the H. W. Wilson Company, 950 University Avenue, New York 52. The latest edition of this guide covers all worthwhile films released from 1954 to 1958. Between the "ABC for Music" and "Zoo Families" you will find over 6,300 titles. Complete information is included concerning where the film can be obtained, how much it will cost to rent or buy, whether it is in color or black-and-white, silent or sound, how long it runs, and what special audiences it will reach. The price of this volume is \$7. The earlier edition listing 11,000 films released before 1953 costs \$5.

### Guide to Free Auditory Material

The fifth edition of the *Educators Guide to Free Tapes, Scripts and Transcriptions* is now available from the Educators Progress Service, Randolph, Wisconsin. This guide lists, classifies, and provides complete information on sources, availability, and contents of 80 free tapes, 300 free scripts, and 117 free transcriptions. Audio materials are included for elementary and secondary levels, including such subject areas as conservation, health education, home economics, lan-

guage arts, music, safety, and social studies. Among the social studies materials listed are tapes on "The Student Historian," "Your Family Name," and "Your Farm Museum" circulated by the State Historical Society of Wisconsin. There are scripts for radio programs and mock broadcasts on such topics as brotherhood, safety, science, and other topics. Transcriptions listed include many on social security, inventions, biography, and guidance. The guide costs \$5.75 per copy.

### ATLAS 10B

(Continued from page 53)

think. The time must come when the American people will be eager to devote at least as much of their material resources and their trained intelligence to the job of producing men as they now devote to the job of producing missiles.

But until that time does come there is work for all of us to do. There isn't a school in these United States or a single course of study that could not be improved by a hard-headed program of re-evaluation. What are we teaching, and why? Are we shooting off Fourth-of-July rockets, as it were, or are we thinking in terms of an educational Atlas 10B and completely new dimensions in our social studies program? And speaking of social studies, is it true, as some critics charge, that there is too much emphasis on the *social* and too little emphasis on the matter of *study*, on the problem of developing the ability to think straight and to think creatively? The very term *social studies* requires consideration. What do we mean when we use the term? And do the parents of the students in our classes understand what we mean?

Fusion is another term that has come to mean all things to all men and now needs to be subjected to a fat-reducing diet. It is the height of absurdity to imagine that the men who built Atlas 10B stopped in the process to discuss the need for "fusing," say, electronics and chemistry. One doesn't build missiles in that manner, and one doesn't build an educational system or a social studies program in that manner either. The men who built Atlas 10B analyzed the problems they faced and then turned to every available source in their search for a solution to the problems. When we talk of "fusing," say, geography and history, we are putting the cart before the horse and leaving off the traces as well. When

we fuse merely for the sake of fusing, we hopelessly ensnare ourselves in a process which has neither beginning nor end. The objectives we need to keep in mind in designing a social studies program are the answers to the questions where man came from and why and where he is going and why and what he needs to learn in order to live with his fellows in a spirit of good will and genuine cooperation. When we approach education with this point of view and break the larger questions down into manageable units, we begin to realize that at some points we have much to learn from the geographer, at some points we need the historian, and at some points we need the anthropologist, the economist, the political scientist, the sociologist, the psychologist, and so on. But we are not going to prepare ourselves for the space age by talking of how much geography we need and how much history we need any more than the rocket designers are going to build a rocket that will reach the moon by starting with the proposition that they need a specified number of chemists for the operation, a specified number of metallurgists, a specified number of electronics men, and so forth.

Atlas 10B went into orbit as scheduled because the men who designed it and built it and fired it worked with their eye on one clear, specific goal, and because they worked always with what William James referred to as "stubborn and irreducible facts," and because there was no place in the entire operation for the loose and fuzzy thinking that characterizes all too much of our work in the field of education. These are some of the lessons all of us should take to heart when we look to Cape Canaveral and the successful firing of December 18, 1958.

# Book Reviews

Daniel Roselle

## I. THE INFLUENCE OF AFFLUENCE

Fried oysters were two for three cents in Richmond, Virginia. A turkey dinner could be had for twenty cents in Boston, Massachusetts. And cake was selling for a few pennies a slice throughout the nation. It was the early 1900's—and menu prices of that period remind us that our economic development was considerably less advanced than it is today!

The American economy has expanded greatly since those days when one man's cents were another man's oysters. This has been reflected in higher prices and wages, more abundant production, and increasingly spectacular plans for future expansion.

There are those who point out, however, that our economy now has grown so complex that it is time to re-examine it seriously. This month the Book Review Department presents feature reviews of two books that attempt such re-examinations. They are *The Affluent Society* by John Kenneth Galbraith; and *The Capitalist Manifesto* by Louis O. Kelso and Mortimer J. Adler.

It is relevant to add that interest in both books is still quite intense. Thus, in response to a letter of inquiry from *Social Education*, Mr. Kelso informs us that "leaders of both political parties in California are studying the program of *The Capitalist Manifesto* for the purpose of determining whether ideas from the program should be incorporated in public policy." And Professor Galbraith's book is now a major contender for a National Book Award.

Our reviewers are Dr. George Fersh, Associate Director of the Joint Council on Economic Education; and Dr. Benjamin J. Klebaner, Department of Economics, the City College of New York.



**The Affluent Society.** By John Kenneth Galbraith. Boston: Houghton Mifflin Co., 1958. 368 p. \$5.00.

By George Fersh

"To furnish a barren room is one thing. To continue to crowd in furniture until the foundation buckles is quite another. To have failed to

solve the problem of producing goods would have been to continue man in his oldest and most grievous misfortune. But to fail to see that we solved it and to fail to proceed thence to the next task, would be fully as tragic."

With this closing paragraph, John Kenneth Galbraith sums up the major message of his book, *The Affluent Society*. In almost legalistic fashion, but delightfully interspersed with verbal touches, the case is offered to the jury. The jury must be each of us and our students, for if the implications of Galbraith's views are accepted, our economic lives will be conducted very differently.

The body of the book is about equally devoted to three purposes: a historical summary of the origin and relevance of central economic ideas; an evaluation of the appropriateness of these ideas for our time; and the presentation of recommendations for modification.

Our disturbing economic blind spot, according to Galbraith, is a national preoccupation with the goal of expanding production for personal consumption, even at the expense of other worthy goals. This mistake he attributes to our pursuit of obsolescent economic ideas. The central economic ideas still being used were created for a world struggling to solve the problems of limited production, inequality, and insecurity.

Galbraith contends that these are not the real problems of our time. The achievement of adequate production is no longer a problem, as our agricultural and industrial output indicates. Inequality is not as urgent an issue since the poor among us are fewer in number and are at a higher level of living. Insecurity stems primarily from our exaggerated wants, for we have already learned the ways to achieve personal and national economic security.

If we can assume that these are not the major problems, what then is the task that Galbraith says needs attention and the stimulation of new ideas?

In broadest terms, it is how to become far more discriminating in what we ask from our economic system. We must learn to correct the great imbalance which now exists between the production of goods that are marketable to us as individuals (largely provided through private enterprise) and those not marketable to us as

individuals (largely provided through public enterprise). This imbalance (not shortage) in production has occurred because those having something to market privately have been better able to influence the people's choices and because a generally negative attitude toward public enterprise has prevailed.

Thus, we have permitted our natural and human resources to be allocated disproportionately and excessively for private production in order to satisfy the "contrived" wants created by advertising. At the same time, we have consigned a low priority to the satisfaction of those wants which can best be met by public enterprise or self-provided. Even with our incessant expansion of production, inflation and planned obsolescence of goods keep us on a treadmill to pay our bills.

Other effects of this policy surround us. Instead of seeing to it that the affluence of which we are capable is channeled through public enterprise to improve such shared consumer purchases as public education, health, recreation, sanitation, transportation, welfare and protective services, we plead "poverty" when appropriations are requested for these enterprises. That we have more than enough of the personal goods provided by private enterprise is apparent when we consider how little we missed the billions of dollars of goods not produced during the recession.

Galbraith feels that in an affluent society it is more important to achieve social balance in production than it is to achieve growth. Our perspective is faulty when the conventional wisdom accepts the conception that whether the United States has had a "good" year or "bad" year is related principally to the level of the Gross National Product. We should be concerned about *what* was produced as well as *how much*. We should be interested in what kind of work our people are doing and under what conditions as well as how many are working. In fact, says Galbraith, an affluent society should be able to afford having many of its people not forced to work.

Philosophically, Galbraith concedes it is much simpler to cling to productivity as a criterion of the happy society than to substitute other tests—compassion, individual happiness and well-being, minimization of community or other social tensions. But it is obviously his hope that in the affluent society the productivity criterion will have decreasing relevance.

Galbraith is more than a philosopher though. He is an economist willing to enter the political

arena and to offer specific proposals. A fundamental one of particular interest to educators and others concerned with the civil services is related to the achievement of more balanced production. First, he advocates that we be given a fair chance to decide what kinds of goods and services we want. What would our choices be if the publicity (consumer education) given to the value of placing our money in public education, medical services, recreation, and culture through public enterprise was comparable to the publicity now devoted to the goods and services being offered by private enterprise? Beyond that (and he obviously feels that the public already recognizes its gluttony for many private enterprise goods) the author would establish a percentage of our Gross National Product to be turned over to public authorities each year. This amount would be used to maintain and expand public enterprises worthy of our affluent society.

Ideas for classroom discussion, questions to stimulate analysis of facts, judgments, and implications spring from this book: When can a society be considered affluent? Does it matter what proportion of production comes from private enterprise or public enterprise? Is stability a more essential economic goal for our time than growth? Is there virtue in work even if a society has abundance? How should an affluent nation conduct itself in a world that is not affluent? What education is appropriate in an affluent society.

This is a book that does more than illuminate economics for the non-economist; it causes us to consider most carefully whether the qualities of our affluent society's economic fabric are appropriate for present-day elements. It is a treasure for reading aloud and discussing in high school and college classes.



**The Capitalist Manifesto.** By Louis O. Kelso and Mortimer J. Adler. New York: Random House, 1958. xvii + 265 p. \$3.75.

By Benjamin J. Klebaner

A classless society of capitalists brought about by the diffusion of property ownership, in which civilized leisure pursuits would largely replace our preoccupation with material goods—here is the ideal society envisioned in this book. The outlook is one calculated to please neither Detroit nor Moscow!

According to the authors, the physical contribution of labor to production is extremely

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small when compared with the contribution of capital instruments. Less than a tenth of the nation's output is estimated to be the result of the workers' physical contribution. On the other hand, through their capital instruments, property owners are said to contribute more than 90 percent in physical terms.

Despite these facts, say the authors, at least two-thirds of the wealth produced by capital goes to non-property owning families. Laborers receive some 70 percent of the total output. Under the just Capitalism envisioned by Kelso and Adler, however, the owners would receive the *full* earnings of their property. In the process, wages would be reduced to labor's actual contribution.

*The Capitalist Manifesto* takes the position that undue concentration of property ownership characterizes present-day American capitalism. Before us is the choice of complete socialism or the capitalist revolution. Kelso and Adler maintain that justice demands that we choose the latter. At the same time, however, they reject full employment in the making of material goods as the ultimate goal of this capitalism. The production of surpluses for the sake of full employ-

ment, and our "needless overproduction of wealth" are condemned.

The authors present several suggestions for broadening the ownership base. These include equity-sharing in lieu of profit-sharing, and inheritance tax rates which encourage bequests creating "viable capital holdings" while extinguishing "monopolistic capital holdings." Gifts of closely-held firms to employees might be made tax-exempt.

Kelso and Adler also suggest that well established firms should pay out their entire net income in the form of dividends to their stockholders to help restore effective control to the owners. Stock should be made generally available on an installment credit basis; a government-sponsored Capital Diffusion Insurance Corporation should guarantee the credit.

*The Capitalist Manifesto* declares that property owners could offset the risks inherent in a dynamic economy not only by diversification but also by taking out a new kind of casualty insurance. Such insurance would protect families from a major shrinkage in income brought about by "a coincidence of business failures." An analogy is made with life insurance, but the authors

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fail to see its weakness: The government would have no table of business mortality rates to go by, comparable to those used for human life. Thus, even in terms of the authors' own ethical judgments, the new casualty insurance might involve a receipt of income as reprehensible as the present scheme.

A basic weakness in the economic reasoning of Kelso and Adler lies in their principle of rewarding factory owners in accordance with their physical contributions to production. In a market economy, even were it true that capital goods accounted for 90 percent of the wealth produced in physical terms (whatever that means!), it would not follow that 90 percent of the output therefore should go to their owners. Rather, the market rewards in accordance with the value of the net *marginal* contribution, not the average or total product.

Because of the purported decline in labor's contribution to aggregate production, the authors are concerned that a "just" (i.e., free-market-determined) distribution system today would not afford adequate income to persons whose labor power is their property. This concern is somewhat misplaced. From the fact that human energy

has declined in proportion to the total energy used in production, it does not follow that the free market would distribute a correspondingly declining share. To repeat: the key factor is the situation at the margin.

The authors also declare that productivity increases are due to additional investment in capital goods. This view is contradicted by Professor Abramovitz's evidence that neither the per capita increase in capital input nor the per capita increase in labor input was the main source of the quadrupling of the per capita net national product between 1869-78 and 1944-53. The source "must be sought principally in the complex of little understood forces which caused . . . output per unit of utilized resources to rise."<sup>1</sup>

Kelso and Adler recognize that there is a danger of precipitating a depression if enough labor income were saved to create a significant number of new capitalists. Hence the authors' program for purchasing stock on installment credit. This would mean, however, that the process of creating capitalists would be rather slow. At the same time, an increased rate of saving for the economy

<sup>1</sup> National Bureau of Economic Research, Occasional Paper 52 (1956), p. 6.

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know THE WORLD'S HISTORY, by Lane, Goldman, and Hunt? If you do, you'll be interested to know the Third (1959) Edition has just been published. The concluding unit has been completely rewritten. All chapter-end study aids have been revised. And there are other changes and additions necessary to place the past in helpful and reliable perspective for the present.

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would presumably be the result—with possibly adverse consequences for prosperity.

Neither Mr. Kelso, a corporate and financial lawyer, nor Professor Adler, a philosopher, is a trained economist. They have written a laymen's book for the layman. Nevertheless, if their scheme is unlikely to be adopted *in toto*, certain parts—like the estate tax proposal—have merit. What is more, *The Capitalist Manifesto* at least has pointed up the hollowness of Wall Street's propaganda claim that a "People's Capitalism" exists today in the United States.



## II. BOOK FARE

### *The American Scene*

**The American Earthquake: A Documentary of the Twenties and Thirties.** By Edmund Wilson. Garden City: Doubleday and Company, Inc., 1958. 576 p. \$6.00.

This volume, by one of America's leading men of letters, is largely composed of pieces previously published in such magazines as *New Republic*, *New Yorker*, and *Scribner's Magazine*. The selections included here are primarily what the author calls in the preface, "simple reporting." Although there is little that is new, it is delightful to have this often insightful documentary of the social life of the 1920's (Part I, "The Follies"), the beginning of the depression (Part II, "The Earthquake"), and the early days of the New Deal (Part III, "Dawn of the New Deal").

The range of discussion in the ninety-eight selections is wide, including, for example, night clubs, Charlie Chaplin, the lexicon of prohibition, higher jazz, capital punishment, a strike in Massachusetts, and Bernard Shaw. Leavened with humor (example: "The Brevoort and the Lafayette are being unattractively renovated in the style of the lavatory of the Pennsylvania Station."), Wilson's reports provide a fascinating view of "one man's America" during the twenties and thirties.

Although many of these somewhat dated selections are shot through with strained Marxist interpretations (which the author notes and discounts in his preface), they offer the discriminating reader a fascinating look at the manners and the morals of two of America's most fateful decades. However, the book is not in any sense a complete social history, nor is it meant to be.

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### The Soviet Union

**Smolensk Under Soviet Rule.** By Merle Fainsod. Cambridge: Harvard University Press, 1958. 484 p. \$8.50.

For an accurate behind-the-scenes picture of the Soviet Union, here is the book to use. It is a masterly handling of 200,000 random documents, known as the Smolensk Arkhiv and covering the period 1918-37. These documents were seized by the Germans when they captured Smolensk in 1941. Not meant for foreign eyes, they deal mainly with party and governmental political developments.

The book is divided into significant parts. The first handles the structure of power, the second the effect of controls on the people. Several chapters deal with the peasant, and there are individual chapters on the industrial workers, soldiers, censorship, religion, education and other aspects of Soviet life.

The book naturally reflects gaps in its source materials. However, it reveals points formerly unavailable, and substantiates hitherto undocumented reports of refugees. It illustrates that historians cannot rely on what is put on paper, because lower levels of authority constantly strive

for maximum independence. All Communists do not turn out to be 100 percent activists.

ROBERT B. HOLTMAN

Department of History  
Louisiana State University

### The United Nations

**History of the United Nations Charter.** By Ruth B. Russell. Washington, D.C.: The Brookings Institution, 1958. xviii + 1140 p. \$10.00.

This volume, the fourth in a series of seven studies on the United Nations undertaken by the Brookings Institution, has as its purpose the presentation of the evolution of the United Nations Charter and the role of the United States therein. The history properly begins with the Atlantic Conference, continues through Moscow, Cairo, Teheran and Dumbarton Oaks, and ends with the San Francisco Conference, the adoption and ratification of the Charter.

As the story unfolds, each of the chapters and articles begins to assume recognizable shape and final character. It is a story of interest to students of international relations who are concerned with the *raison d'être* of certain provisions of the

United Nations Charter—such as those relating to membership, the composition and competence of the General Assembly, the peace enforcement machinery and the role of the Security Council, human rights affairs, the present and future of dependent people, the pivotal position of the Secretary-General.

In brief, in this volume may be found the historical background basic to an understanding of the United Nations Charter today.

SIDNEY N. BARNETT

High School of Music and Art  
New York City



#### Presidential Portrait

**Eisenhower: Captive Hero.** By Marquis Childs. New York: Harcourt, Brace and Co, 1958. 310 p. \$4.75.

Dwight Eisenhower is pictured by Marquis Childs as a captive to popular desire for a hero. He is characterized as a tough boy of modest ability whose almost miraculous rise should be credited to his adaptability, his gift for making friends, and his talent as a compromiser. As President he is pictured as lacking proper qualifications, fumbling in policy, furnishing too little firm leadership, relying too much on his friends, and in general being reminiscent of Ulysses S. Grant.

Mr. Childs writes with the skill of an able journalist. While he touches all of Eisenhower's life, his emphasis is on foreign policy. The material comes largely from his own memory. The author ends by questioning whether any man can fill successfully the job of President as it is now constituted.

ROBERT E. RIEGEL

Department of History  
Dartmouth College



#### Philosophy

**The Rediscovery of Man.** By Waldo Frank. New York: George Braziller, Inc., 1958. 490 p. \$6.95.

*The Rediscovery of Man* expresses Waldo Frank's ongoing struggle to understand "Who man is" and "Where he is going." It is an effort by Mr. Frank to pull together a lifetime of study and thought concerning man, his position in nature, and his relation to the eternal.

The contents of the book are wide-ranging and encompass concepts that are based on a vast amount of reading. Mr. Frank again demon-

strates that he is a scholar who possesses a considerable knowledge of religion, philosophy, literature, and psychology.

The author is primarily concerned with finding ways in which the individual can develop creative values in a world where science has shaken older patterns of living. He suggests that an answer may lie in a meditative—although not in a pseudo-religious—approach to life.

Lin Yutang has said "Nothing is very new which is not very old." A reading of *The Rediscovery of Man* leads one to believe that Mr. Frank would accept this statement. However, he would probably add: "Except each individual's search for personal fulfillment."

W. H. C.



#### Methods of Education

**The Teaching of Geography.** By Zoe A. Thralls. New York: Appleton-Century-Crofts, Inc., 1958. vii + 339 p. \$3.75.

Professor Thralls quotes Marcus Aurelius as saying, "He who knows not the world knows not his own place in it." In a sense, this statement may be taken as the theme of her excellent text on the teaching of man's relationship to his (primarily) natural environment. Children fortunate enough to receive their geographical education according to skillful application of objectives, principles, and practices set forth in this book will have a sound foundation for either advanced study of our world and its people or simply for being well-informed, useful citizens.

Geography and geographic education are clearly explained. Maps, globes, pictures, statistical considerations, the landscape, current events, etc., are treated topically with regard to the learning ability of children. The range covered extends from the child's initiation to school to the conclusion of his public schooling. The book is rich with procedure, methods, examples, and summaries. Sample illustrations are well chosen, although perhaps not sufficiently numerous. A fairly extensive bibliography is found at the end of each chapter.

The use of this book should aid others in stimulating profound interest in a vital field of human relations and in constantly improving geographical education.

ROGER C. HEPPELL

SUNY Teachers College  
Cortland, New York

**Literature for Young People**

**First Came the Family.** By Ruth M. Underhill. New York: William Morrow and Co., 1958. 223 p. \$3.00.

The importance of being born into a family, of being wanted and liked, and of belonging, remains a potent emotional force throughout life. Without it, children stray. This book, therefore, will appeal especially to young teenagers whose need for understanding of family is frequently evidenced by their question, "Who am I?"

Miss Underhill, writing in lucid, straightforward English, never talks down to her readers. Neither does she involve them in anthropological data or concepts beyond their comprehension.

The story begins with pre-human and sub-human life and moves easily around the world, dealing, for the most part, with primitive societies. However, the implications for western life are not difficult to see. Past and present are skillfully interwoven and give a sense of the continuum of time.

Throughout the book customs that are most distasteful in our civilization are treated gently and connected with the need for survival. However, one could wish for another chapter dealing with the problems of modern western family life.

GERTRUDE NOAR

National Director of Education  
Anti-Defamation League  
B'nai B'rith

**III. EDIT-BITS**

... Let those who still believe that professors live in Ivory Towers read C. Wright Mills' *The Causes of World War Three* (Simon and Schuster, clothbound edition \$3.50, paper cover \$1.50). Here is one scholar who has rolled up his academic sleeves to work for ideas that he believes will keep the peace. What is more, he has written a book without numerous footnotes, without bibliography—and, perhaps without hesitation. If Professor Mills does live in an Ivory Tower, he must be commuting regularly to the busy world below.

... A literary work that pleased Nikita Khrushchev in 1958 was *A Man's Lot* by Sholokov. In the light of the ordeal of Boris Pasternak, it is interesting to be told by Khrushchev: "[*A Man's Lot* is] a story of the strength of Soviet character, which no ordeals can break."

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young people are drawn up, the name of Alan Paton should appear near the top. Those who know Paton only as a writer for adults might well consult *The Land and People of South Africa* (J. B. Lippincott, \$2.95). Most youngsters from grades 7 to 12 will say "tot siens" ("I hope to see you again") to an author who can write as effectively as Mr. Paton.

. . . Readers interested in "guided group interaction" as a means of treating juvenile delinquency are referred to *The Highfields Story* by Lloyd W. McCorkle, Albert Elias, and F. Lovell Bixby (Henry Holt, \$3.50; text edition \$2.60). According to the authors: "In guided group interaction, the influence of the group is directed to free the boy from being controlled by delinquent association and to give him the desire and inner strength to be autonomous." The experimental treatment project at Highfields, in New Jersey, demonstrates the effectiveness of such group therapy.

. . . Save a place on your bookshelf for Samuel

Eliot Morison's *John Paul Jones* (to be published in March by Little, Brown). An advance report indicates that this biography may be of equal quality with Morison's *Admiral of the Ocean Sea*.

. . . This department continues to be impressed by the importance of relating art to other aspects of the social sciences. *Art and Civilization* by Bernard S. Myers McGraw-Hill, \$9.75; text edition \$6.90) is therefore to be commended. Here is a book that makes a conscientious effort to achieve "a synthesis of social, political, and cultural phenomena in each era in the interest of explaining as far as possible how the first two elements affect the third."

. . . And here is an inspirational note on which to close: UNESCO recently presented its statistics on the "World's Most Translated Authors in 1956." The top five were: Vladimir Lenin, Jules Verne, Leo Tolstoy, Maxim Gorki, and Mickey Spillane. It is good to have a representative American on the list!



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